Public Notice of Meeting
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 25, 2024
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.

Videoconferencing: meet.google.com/oyk-drja-dhz
Audio: +1 662-807-1578 PIN: 971 221 009#

All videoconferencing options may be subject to modifications. Please check www.sau63.org for the latest information.

I.   **CALL TO ORDER-Dennis Golding-Chair**

II.   **PLEDGE OF ALLEGIANCE**

III.   **ADJUSTMENTS TO THE AGENDA**

IV.   **PUBLIC COMMENTS:** This is the public's opportunity to speak to items on the agenda. In the interest of preserving individual privacy and due process rights, the Board requests that comments (including complaints) regarding individual employees or students be directed to the Superintendent in accord with the processes set forth in School Board Policies KE, KEB and BEDH.

V.   **BOARD CORRESPONDENCE**
   a. Reports
      i. Business Administrator's Report
      ii. Director of Technology's Report

VI.   **DATA PRESENTATION**

VII.   **CALL FOR RESOLUTIONS**

VIII.   **YTD REPORTING**

IX.   **POLICIES**
   a. 2nd Read
      i. EEA-Student Transport Services
      ii. EEA-R Procedure for Requesting Bus Stop Change
      iii. EEAE-School Bus Safety Program
      iv. EEAE-R-Safety Guidelines for Parents/Guardians of Students Using School Buses
      v. ECAF-Audio and Visual Surveillance on School Buses
      vi. JICC-Student Conduct on School Buses

X.   **ACTION ITEMS**
   a.   **Approve Minutes of Previous Meeting**
   b.   **July Appointments**

XI. **COMMITTEE REPORTS**
      i. Strategic Planning Committee

XII.   **RESIGNATIONS/APPOINTMENTS/LEAVES**
   a.   **FYI-Resignation-Christian Stamoulis-paraprofessional**
   b.   **FYI-Resignation-Jill Hopkins-Food Services**
   c.   **Resignation-Alison Bass-FRES 5th Grade Teacher**

XIII.   PUBLIC COMMENTS

XIV.   SCHOOL BOARD MEMBER COMMENTS

XV.   ADJOURNMENT

INFORMATION: Next School Board Meeting-August 13, 6:30 PM at WLC

The Wilton-Lyndeborough Cooperative School District does not discriminate on the basis of race, color, religion, national origin, age, sex, handicap, veteran status, sexual orientation, gender identity or marital status in its administration of educational programs, activities or employment practice.

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
603-732-9227

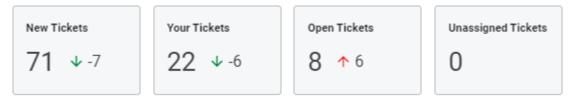| Peter Weaver	Nicholas Buroker	Kristie LaPlante
Superintendent of Schools	Director of Technology	Business Administrator

June 2024 SAU63 Technology Report

Figure 1 Last 30 days

Support:

In the last 30 days, we had 71 new tickets created, a decrease of 7 tickets from the previous 30 days, and we are sitting at 8 open tickets. The average close time is currently at 23 days. This is a misleading statistic as many of the problems we resolved were on hold until the summer and thus could not be completed sooner.   Staying under 10 open tickets and an average closure time of under seven days are my goals for support.

Figure 2 Monthly stats

New Tickets	Your Tickets	Open Tickets	Unassigned Tickets
71 ↓ -7	22 ↓ -6	8 ↑ 6	0

First Response Time

Average

16 hours 4 minutes

Tickets Close Time

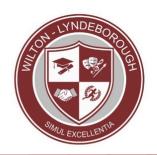Average

23 days 4 hours

Collecting Chromebooks:

The collection of student devices this year went incredibly smoother than it did last year, and this success can largely be attributed to the exceptional support we received from the administrative team at WLC. With their proactive assistance and careful planning, the process was streamlined and efficient. Currently, we are meticulously recording all damages and missing parts to ensure accurate documentation. This thorough approach will enable us to compile comprehensive invoices, which we plan to mail out by next week.

ParentSquare:

As of writing this report, ParentSquare has been successfully set up, and we are currently in the process of exactly verifying the contact information of all parents and staff members that we've imported into the new system. This step is crucial to ensure that our communication channels are accurate and effective. With each detail carefully reviewed and confirmed, I am increasingly confident that we will be fully prepared to launch on the 1st of July without any delays or issues. This cautious approach ensures that everyone connected to our school will be seamlessly integrated into the new communication platform, fostering efficient and reliable connections between our school community and families from day one.

Radio:

Next week marks a significant milestone as we are scheduled to finalize the radio project by seamlessly integrating the PA system of WLC into our radio system. This integration is poised to enhance our communication capabilities across campus, ensuring clearer and more effective broadcasts. Additionally, we are proceeding with the installation of a non-portable radio unit and a directional antenna, both of which are critical components designed to significantly improve connectivity and coverage. These enhancements underscore our commitment to providing robust communication infrastructure that supports the diverse needs of our school community.

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Peter Weaver   Nicholas Buroker   Kristie LaPlante
Superintendent of Schools   Director of Technology   Business Administrator

Data Governance Plan

Introduction

The Wilton Lyndeborough Cooperative School District is committed to protecting the privacy of our students, parents/guardians, and employees by maintaining strong privacy and security protections. The protection of this information is our top priority.

This manual outlines how operational and instructional activity shall be carried out to ensure that the district's data is accurate, accessible, consistent, and secured. This manual establishes who is responsible for information under various circumstances and specifies what procedures shall be used to manage and protect it.

The Wilton Lyndeborough Cooperative School District's Data Governance Manual shall be a living document. To make the document flexible, details are outlined in the appendices and referenced supplemental resources.

The Wilton Lyndeborough Cooperative School District's Data Governance Manual includes information regarding the data team, data and information governance, applicable School Board policies and district procedures, as well as applicable appendices and referenced supplemental resources.

Data Team

The Wilton Lyndeborough Cooperative School District's Data team consists of the following positions: Superintendent, Director of Curriculum, and the Director of Information Technology. Members of the Data Team will act as data stewards for all data under their direction. The Director of Information Technology will act as the Information Security Officer (ISO), with assistance of the information technology department. The IT technician for Florence Rideout Elementary School is the district's alternate ISO and will assume the responsibilities of the ISO when the ISO is unavailable. All members of the district administrative team will serve in an advisory capacity as needed.

Purpose

The School Board recognizes the value and importance of a wide range of technologies for a well-rounded education, enhancing the educational opportunities and achievement of students. The Wilton Lyndeborough Cooperative School District provides its faculty, employees, and administrative employees access to technology devices, software systems, network, and internet services to support research and education. All components of technology must promote the educational objectives of Wilton Lyndeborough Cooperative School District and be used in ways that are legal, that are respectful of the rights of others, and protective of juveniles.

To that end, the district must collect, create and store confidential information. Accurately maintaining and protecting this data is important for efficient district operations, compliance with laws mandating confidentiality, and maintaining the trust of all district stakeholders. All persons who have access to district data are required to follow state and federal law, district policies and procedures, and other rules created to protect this information.

It is the policy of the Wilton Lyndeborough Cooperative School District that data or information in all its forms, written, electronic, or printed is protected from accidental or intentional unauthorized modification, destruction or disclosure throughout its life cycle. This protection includes an appropriate level of security over the equipment, software, and practices used to process, store, and transmit data or information. All employees and authorized district contractors or agents using confidential information will strictly observe protections put into place by the district.

Scope

This data security manual's standards, processes, and procedures apply to all students and employees of the district, contractual third parties and agents of the district, and volunteers who have access to district data systems or data. This plan applies to all forms of Wilton Lyndeborough Cooperative School District data and information, including but not limited to:

- Speech, spoken face to face, or communicated by phone or any current and future technologies.
- Hard copy, data printed or written.
- Communications sent by post/courier, fax, electronic mail, text, chat, and/or any form of social media.
- Data stored and/or processed by any electronic device, including servers, computers, tablets, and mobile devices.
- Data stored on any type of internal, external, or removable media or cloud based services.
- Any computer, laptop, mobile device, printing and/or scanning device, network appliance/equipment, AV equipment, server, internal or external storage, communication device or any other current or future electronic or technological device may be referred to as systems, assets or resources.
- The terms data and information are used separately, together, and interchangeably throughout the plan, but the intent is the same.
- All involved systems and information are considered assets of the Wilton Lyndeborough Cooperative School District and shall be protected from misuse, unauthorized manipulation, and destruction.

Regulatory Compliance

The district will abide by any law, statutory, regulatory, or contractual obligations affecting its data systems. The Wilton Lyndeborough Cooperative School District complies with the NH Minimum Standards for Privacy and Security of Student and Employee Data. The Wilton Lyndeborough Cooperative School District complies with all other applicable regulatory acts including but not limited to the following:

- Children's Internet Protection Act (CIPA)
- Children's Online Privacy Protection Act (COPPA)

- [Family Educational Rights and Privacy Act](#) (FERPA)
- [Health Insurance Portability and Accountability Act](#) (HIPAA)
- [Individuals with Disabilities in Education Act](#) (IDEA)
- New Hampshire State RSA - Student and Teacher Information Protection and Privacy
  - [NH RSA 189:65 Definitions](#)
  - [NH RSA 189:66 Data Inventory and Policies Publication](#)
  - [NH RSA 189:67 Limits on Disclosure of Information](#)
  - [NH 189:68 Student Privacy](#)
  - [NH RSA 189:68-a - Student Online Personal Information](#)
- [New Hampshire Minimum Standards for Privacy and Security of Student](#)
- New Hampshire State RSA - Right to Privacy:
  - [NH RSA 359-C:19 - Notice of Security Breach - Definitions](#)
  - [NH RSA 359-C:20 - Notice of Security Breach Required](#)
  - [NH RSA 359-C:21 - Notice of Security Breach Violation](#)

Data User Compliance

The Data Governance Manual applies to all users of Wilton Lyndeborough Cooperative School District's information including: employees, students, volunteers, and authorized district contractors or agents. All users of data are to maintain compliance with School Board Policies and District administrative procedures, EHAB (Data Governance and Security), GBEF (School District Internet Access for Employee), JICL (School District Internet Access for Students) and all policies, procedures, and resources as outlined within this Data Governance Manual and School Board Policy.

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. Any violation of district policies or procedures regarding technology usage may result in temporary, long-term, or permanent suspension of user privileges. User privileges may be suspended pending investigation into the use of the district's technology resources.

Unless permission has been granted by the ISO or designee, no employee, vendor or other person may remove confidential or critical data from the district's premises or the district's network, remove a device containing confidential or critical data from the district's premises, or modify or copy confidential or critical data for use outside the district. If permission is given, the data may be accessed only on a district-provided device with appropriate security controls or through a secure virtual private network (VPN). When users access confidential or critical data from a remote location, the user must take precautions to ensure that the confidential or critical data is not downloaded, copied, or otherwise used in a manner that would compromise the security and confidentiality of the information.

Employees who fail to follow the law or district policies or procedures regarding data governance and security may be disciplined in accordance with CBA or terminated. Volunteers may be excluded from providing services to the district. The district will end business relationships with any contractor who fails to follow the law, district policies or procedures, or the confidentiality provisions of any contract. In addition, the district reserves the right to seek all

other legal remedies, including criminal and civil action and seeking discipline of an employee's teaching certificate.

The district may suspend all access to data or use of district technology resources pending an investigation. Violations may result in temporary, long-term, or permanent suspension of user privileges. The district will cooperate with law enforcement in investigating any unlawful actions.

Any attempted violation of district policies, procedures, or other rules will result in the same consequences, regardless of the success of the attempt. Possible disciplinary/corrective action may be instituted for, but is not limited to, the following:

- Unauthorized disclosure of personally identifying information (PII) or confidential information.
- Sharing your user IDs or passwords with others.
- Applying for a user ID under false pretenses or using another person's ID or password.
- Unauthorized use of an authorized password to invade student or employee privacy by examining records or information for which there has been no request for review.
- The unauthorized copying of system files.
- Attempting to secure a higher level of privilege without authorization.
- Installation or use of unlicensed software or software not approved for district technological systems.
- The intentional unauthorized altering, destruction, or disposal of district information, data and/or systems. This includes the unauthorized removal of technological systems such as but not limited to: laptops, internal or external storage, computers, servers, backups or other media, that may contain PII or confidential information.
- The introduction of computer viruses, hacking tools, or other disruptive or destructive programs.

Data Lifecycle

Data Governance is necessary at each phase in the data lifecycle. This lifecycle starts at evaluating the need for data collection and ends when the data is destroyed. It is important that appropriate safeguards, policies, procedures and practices are in place for each phase of the data lifecycle.

Identifying Need & Assessing Systems for District Requirements

To accomplish the district's mission and to comply with the law, the district may need to maintain confidential information, including information regarding students, parents/guardians, employees, applicants for employment, and others. The district will collect, create, or store confidential information only when the Superintendent or designee determines it is necessary.

New Systems

District employees are encouraged to research and utilize online services or applications to engage students and further the district's educational mission. However, before any online service or application is purchased or used to collect or store confidential or critical information, including confidential information regarding students or employees, the ISO or designee must approve the use of the service or application and verify that it meets the requirements of the law and School Board policy and appropriately protects confidential and critical information. This prior approval is also required when the services are obtained without charge.

Memorandums of Understanding (MOU), contracts, terms of use and privacy policy for any system that creates, collects, or uses personally identifiable information (PII), student records, or confidential data must be reviewed by the ISO prior to initiation.

All new resources shall be properly evaluated against the following criteria, when applicable:

- Impact on technology environment, including storage and bandwidth
- Hardware requirements, including any additional hardware
- License requirements/structure, number of licenses needed, and renewal cost
- Maintenance agreements, including cost
- Resource update and maintenance schedule
- Funding for the initial purchase and continued licenses and maintenance
- Evaluate terms of service, privacy policy, and MOU/contract that meet the following criteria:
  - The district continues to own the data shared, and all data must be available to the district upon request.
  - The vendor's access to and use of district data is limited; the data cannot be used for marketing, targeted advertising, or data mining; and the data cannot be shared with third parties unless allowed by law and authorized by the district. If metadata is collected, it will be protected to the same extent as the district's confidential or critical information.
  - District data will be maintained in a secure manner by applying appropriate technical, physical, and administrative safeguards to protect the data.
  - The online or application service provider will comply with district guidelines for data transfer or destruction when contractual agreement is terminated.
  - All data will be treated in accordance to federal, state, and local regulations
  - The provider assumes liability and provides appropriate notification in the event of a data breach.

Note: Exceptions can be made by the ISO when all the criteria cannot be met for a legitimate reason while still meeting all regulatory requirements for use. Parent and/ or guardian permission is requested during the yearly registration process for district vetted and approved applications and tools.

A current list of all vetted and approved software systems, tools and applications is published [here](#).

Review of Existing Systems

The District will ensure that data collection is aligned with School Board Policy EHAB. Data systems shall be regularly reviewed to ensure that only necessary data is being transmitted and collected.

Individual student level data is submitted to different approved service providers in order to ensure business operations and instructional services. At times, these imports include PII for employees and students.

The district must ensure that each piece of PII is necessary for operations or instruction and that the providers are abiding by their terms of service.

The District will audit data imports annually. These audits should include:
- Review of provider's terms of service to ensure they meet the district's data security requirements.
- Verification that software imports are accurate and pulling correct information.
- Verification that, when applicable, the employees, students, and classes included in the imports are still necessary for instructional purposes (only those that need data collected are included in import).
- Determine if the fields included in the imports are still necessary for the intended purpose.

Storage and Management

Systems Security

The district will provide access to confidential information to appropriately trained district employees and volunteers only when the district determines that such access is necessary for the performance of their duties. The district will disclose confidential information only to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law and authorized by the district (School Board Policy EHAB). Therefore, systems access will only be given on an as needed basis as determined by the data manager and ISO.

Data Management

The effective education of students and management of district personnel often require the district to collect information, some of which is considered confidential by law and district policy. In addition, the district maintains information that is critical to district operations and that must be accurately and securely maintained to avoid disruption to district operations.

Data Managers are responsible for the development and execution of practices and procedures that ensure the accuracy and security of data in an effective manner. All district administrators are data managers for all data collected, maintained, used, and disseminated

under their supervision, as well as data they have been assigned to manage. Data managers will:

- Ensure that system account creation procedures and data access guidelines appropriately match employee's job functions with the data on instructional and operational systems;
- Review all employees with custom data access beyond their typical group's access;
- Review district processes to ensure that data will be tracked accurately;
- Review contracts with instructional and operational software providers to ensure that they are current and meet the district data security guidelines;
- Ensure that employees are trained in the district's proper procedure and practices in order to ensure accuracy and security of data;
- Assist the ISO in enforcing district policies and procedures regarding data management.

Data Classification and Inventory

Classification is used to promote proper controls for safeguarding the confidentiality of data. Regardless of classification, the integrity and accuracy of all classifications of data are protected. The classification assigned and the related controls applied are dependent on the sensitivity of the data. Data is classified according to the most sensitive detail they include. Data recorded in several formats (e.g., source document, electronic record, report) have the same classification regardless of format (see Appendix D: Data Classification Levels).

The ISO or designee will identify all systems containing district data, such as student information systems, financial systems, payroll systems, transportation systems, food service systems, email systems, instructional software applications and others. The ISO or designee will identify the data files and data elements maintained in those systems and identify confidential and critical information the district possesses or collects.

The district will create and maintain a data inventory for all information systems containing PII or confidential information. When possible, a data dictionary will be maintained for critical information systems. The data inventory will contain the following elements:

- Data Source
- What data is stored
- Where the data is stored
- Employee or Employee categories that have access to the data

Security/Protection

Risk Management

A thorough risk analysis of all Wilton Lyndeborough Cooperative School District's data networks, systems, policies, and procedures shall be conducted as requested by the Superintendent, ISO, or designee. An internal audit of district network security will be conducted annually by District Technology employees. This analysis shall be completed using the risk management steps outlined in the Data Security Checklist (Appendix D). The product of the risk

analysis will be referred to as the risk assessment. The risk assessment shall be used to develop a plan to mitigate identified threats and risks to an acceptable level by reducing the extent of vulnerabilities.

Physical Security Controls

Most technology telecommunication closets are housed in secure locations. Access authorization is assigned through the Director of Information Technology and/or the Director of Facilities. In addition, access to areas in which information processing is carried out shall be restricted to only appropriately authorized individuals (see appendix F: Physical Security Controls). No technological systems shall be disposed of or moved without adhering to the appropriate procedures (see Appendix G: Asset Management).

Inventory Management

The district shall maintain a process for inventory control in accordance with federal and state requirements and School Board policy. All district technology assets will be maintained in inventory and verified through the regular inventory verification process (see Appendix G: Asset Management).

Virus, Malware, Spyware, Phishing and SPAM Protection

The district uses a multi-layered approach to ensure that all electronic files are appropriately scanned for viruses, malware, spyware, phishing and SPAM. These include, but are not limited to, enterprise virus/malware/ spyware software, group policy, gateways, firewalls, and content filters. Users shall not turn off or disable district protection systems or install other systems (see Appendix H: Virus, Malware, Spyware, Phishing and SPAM Protection).

Electronic Access Security Controls

District employees will only access personally identifiable and/or confidential information if necessary to perform their duties. The district will only disclose this information to authorized district contractors or agents who need access to the information to provide services to the district and who agree not to disclose the information to any other party except as allowed by law.

Mechanisms to control access to PII, confidential information, internal information, and computing resources include, but are not limited to, the following methods:

- **Identification/Authentication**: Unique user identification (user ID) and authentication are required for all systems that maintain or access PII, confidential information, and/or internal information. Users will be held accountable for all actions performed on the system with their User ID. User accounts and passwords shall not be shared.
- **Authorization**: Access controls are maintained through a partnership between the technology department, human resources (HR), and data managers

Additionally, only employees of the district Technology Department or authorized contractors will be granted access to domain level administrator and local machine administrator accounts in order to complete their job functions.

Employee Users

All new employee accounts are authorized through an HR hiring process (see Appendix I: Account Management). Role-based permissions and security groups are used to establish access to all systems (see Appendix J: Data Access Roles and Permissions). If an employee requires additional access, a request must be made directly to the ISO with a clear justification for access.

Contractors/Vendors

Access by contractors/vendors is governed through the same process using School Board Policy EHAB. All contractor/vendor access must be approved by the ISO. Once the approval has been obtained, the technology department will create the account, only granting access to the server/application that the contractor/vendor supports.

Password Security

The District will enforce secure passwords for all systems within their control (see Appendix K: Password Security). When possible, the district will utilize Single Sign On (SSO) or LDAP/Active Directory Integration to maintain optimal account security controls.

Securing Data at Rest and Transit

District data security applies to all forms of data, including data stored on devices, data in transit, and data stored on additional resources. All district external hard drives will be maintained in inventory and verified through the regular inventory verification process. Regular transmission of student data to internal and external services is managed by the technology department using a secure data transfer protocol.

Users must ensure that they are securely storing their data. Guidelines have been established for Cloud Storage and File Sharing, External Storage Devices, and File Transmission Practices (see Appendix E: Securing Data at Rest and Transit). These guidelines are outlined in the following section.

Usage and Dissemination

A consistently high level of personal responsibility is expected of all users granted access to the district's technology resources. All district employees, volunteers, contractors, and agents who are granted access to critical and confidential information are required to keep the information secure and are prohibited from disclosing or assisting in the unauthorized disclosure of confidential information. All individuals using confidential and critical information will strictly observe protections put into place by the district including, but not limited to, maintaining

information in locked rooms or drawers, limiting access to electronic files, updating and maintaining the confidentiality of password protections, encrypting and redacting information, and disposing of information in a confidential and secure manner.

All users are responsible for the security and integrity of the data they create, store, or access. Users are expected to act as good stewards of data and treat data security and integrity with a high degree of responsibility and priority. Users must follow all guidelines outlined with School Board policies, specifically Employee and Student Technology Usage (GBEF, JICL, JICJ), Data Governance and Security (EHAB), and Student Records (JRA, JRA-R).

District employees, contractors, and agents will notify the ISO or designee immediately if there is reason to believe confidential information has been disclosed to an unauthorized person or any information has been compromised, whether intentionally or otherwise.

Data Storage and Transmission

All employees and students who log into a district-owned PC computer will be provided with several options for data storage and transmission. Employees and students will need to ensure that they are securely storing their data. Employees with windows machines will be able to store data on the local device. It is important to note that this data is not a part of the district's continuity plan, and thus will not be backed up by the district's backup solution. Employees and students using Chromebook devices have limited local storage capabilities. Chromebook users are to store data within their Google GSuite for Education Drive account.

Cloud Storage and File Sharing

The term "Cloud Storage" is used to define all types of remote server storages accessed by users through the Internet. All employees and students are provided with a Google GSuite for Education. Users are responsible for all digital content on their district-provided Google GSuite for Education Drive (see Appendix F: Securing Data at Rest and Transit).

File Transmission Practices

Employees are responsible for securing sensitive data for transmission through email or other channels. Employees shall not transmit files to third party file transfer services without district approval. When possible, employees should de-identify or redact any PII or confidential information prior to transmission. Regular transmission of student data to services such as a single sign-on provider is managed by the technology department using a secure data transfer protocol (see Appendix E: Securing Data at Rest and Transit).

Mass Data Transfers

Downloading, uploading, or transferring PII, confidential information, and internal information between systems shall be strictly controlled. Requests for mass download of, or individual requests for, information for research or any other purposes that include PII shall be reviewed and approved by the Superintendent, ISO or designee.

Printing

When possible, employees should de-identify or redact any PII or confidential information prior to printing. PII and confidential information shall not be downloaded, copied or printed indiscriminately, or left unattended and open to compromise.

Oral Communications

Employees shall be aware of their surroundings when discussing PII and confidential information. This includes, but is not limited to, the use of cellular telephones in public areas. Employees shall not discuss PII or confidential information in public areas if the information can be overheard. Caution shall be used when conducting conversations in: semi-private rooms, waiting rooms, corridors, elevators, stairwells, cafeterias, restaurants, or public areas.

Training

The district shall create and maintain an annual data security training plan. This plan will consist of the following:
- Training for all employees on technology policies and procedures, including confidentiality and data privacy and cybersecurity.
- Training for all new employees on technology policies and procedures, including confidentiality and data privacy and cybersecurity (training must be completed within 21 days of account creation).

Archival and Destruction

Once data is no longer needed, the ISO or designee will work with the data managers to ensure that it is appropriately destroyed. Special care will be taken to ensure that confidential information is destroyed appropriately and in accordance with law. Confidential paper records will be destroyed using methods that render them unreadable, such as shredding. Confidential digital records will be destroyed using methods that render the record unretrievable.

District Data Destruction Processes

The district will regularly review all existing data stored on district-provided storage for the purposes of ensuring data identification and appropriate destruction. Data destruction processes will align with School Board Policy EHB and EHB-R. District data managers will regularly review systems and data to ensure that data that is no longer needed is destroyed. The district will follow any and all record retention requirements under law.
The following exceptions will be made:
- Data in an active litigation hold will be maintained until the conclusion of the hold.
- Student Google GSuite for Education accounts will be maintained for one school year after the student's final date of attendance, or until the 1st of July after graduation

whichever comes first. Students only have access to download their data, and must contact ISO or designee for additional access.
- Employee Google GSuite for Education accounts will be suspended after the final work day, unless the ISO approves to maintain access.

Asset Disposal

The district will maintain a process for physical asset disposal in accordance with School Board policy (DN). The district will ensure that all assets containing PII, confidential, or internal information are disposed of in a manner that ensures that this information is destroyed (see Appendix G: Asset Management).

Critical Incident Response

Controls shall ensure that the district can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach, and natural disaster) that damages/breaches data or systems.

Business Continuity

The district's administrative procedure EHB-R delineates the timeline for data retention for all district data. The district will maintain systems that provide off-site data backup. These systems shall allow for the full recovery of critical systems in the event of a disaster. The district will test off-site backups of critical systems semi-annually.

Disaster Recovery

The district's Technology Disaster Recovery Plan outlines critical employee responsibilities and processes in the event of a disaster or critical data loss. The District shall maintain a list of all critical systems and data, including contact information. The Technology Disaster Recovery Plan shall include processes that enable the district to continue operations and efficiently restore any loss of data in the event of fire, vandalism, natural disaster, or critical system failure (see Appendix L: Disaster Recovery Plan).

Data Breach Response

New Hampshire's Data Breach Law (RSA 359-c:19, 20, 21) is triggered when a school district computer system is breached and personal information is acquired without authorization in a way that compromises the security or confidentiality of the information. The law requires a school district experiencing a breach to conduct a good faith and reasonably prompt investigation to determine the likelihood that personal information was, or will be, misused. The

Data Breach Response Plan enables the district to respond effectively and efficiently to a data breach involving personally identifiable information (PII) as defined by NH Law, confidential or protected information (ie-FERPA), district identifiable information, and other significant cybersecurity incidents. The Data Breach Response Plan shall include processes to validate and contain the security breach, analyze the breach to determine scope and composition, minimize impact to the users, and provide notification (see Appendix M: Data Breach Response Plan). Critical Incident Response Controls shall ensure that the district can recover from any damage to or breach of critical systems, data, or information within a reasonable period of time. Each school, department, or individual is required to report any instances immediately to the ISO or designee for response to a system emergency or other occurrence (for example, fire, vandalism, system failure, data breach, and natural disaster) that damages/breaches data or systems.

Appendices

A: Laws, Statutory, and Regulatory Security Requirements

B: Digital Resource Acquisition and Use

C: Data Security Checklist

D: Data Classification Levels

E: Securing Data at Rest and Transit

F: Physical Security Controls

H: Virus, Malware, Spyware, Phishing and SPAM Protection

I: Account Management

J: Data Access Roles and Permissions

K: Password Security

L: Technology Disaster Recovery Plan

M: Data Breach Response Plan

Process for utilizing "approved" non-vetted applications

Process for utilizing "approved" non-vetted applications for in career exploration courses with parental consent. **NH RSA 189:66** provides an exception that students participating in career exploration or career technical education may, with written parental consent, register for technology platforms and services to be used as part of the student's approved program of study, which require the provision of personally identifiable information. The RSA also requires that copies of written parental consent shall be retained as part of a student's educational record. The requirements for utilizing one of these platforms are as follows:

1. As COPPA applies to students under the age of 13, these platforms can only be used by students attending Wilton-Lyndeborough Cooperative High School
2. The course description in the program of studies must identify the course as either career exploration or career technical education.
3. The course syllabus must list the digital platform and explain how it is utilized.
4. The digital platform must have been reviewed going through the same vetting process as any other application.
5. Teachers must collect written parental consent using the District Digital Platform Consent form. Copies of the completed form MUST be stored in the students cumulative file and retained in accordance with policy JRA.
6. Students cannot be penalized for not having written parental consent. Teachers must provide an alternative activity for any student where the parent either does not return the permission form OR does not provide consent.

Spring 2024: Grades K-5 Data Presentation

"Big things don't always happen with a leap. Big things happen when we take the next best step over and over again."

~Jill M. Siler

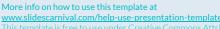This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.

Agenda

- iReady Information
- Current iReady Data
- NH SAS Information
- Historical NH SAS Data

- What have we done?
- Bonus Data
  - Progress toward goals
  - Historical iReady Data

Cycle for Continuous Improvement

Instruction
This includes intervention and extension.

Assess
Pre Assessments, screeners, benchmark assessments

**Student
Class
Grade
School
District**

Create Action Plans
Use data collected to make plans for all groups

Collect/Analyze Data
Organize the data into tables, charts etc. Review Data

4

As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.

iReady
Information
Benchmark Assessment

iReady Benchmark Testing Windows

September 2023	January 2024	May 2024
iReady fall benchmark data is collected. Teams meet to analyze data and develop plans for students.	iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.	iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

We take our iReady benchmark assessment three times a year, K-10.

iReady Scale

Deep Red	Red	Yellow	Green	Dark Green
Deep red indicates students are 3 or more years below grade level.	Red indicates students are 2 years below grade level.	Yellow indicates students are 1 year below grade level.	Light green indicates students are early on grade level.	Dark green indicates students are mid-grade level or above.

Just to review what each of our colors means. I know it has been a while, so to orient you to the colors, yellow is where most students should be scoring at the beginning of the school year and as we move toward the end of the year we want to see a higher percentage of students moving into the green. Our goal is to move students from any color band into the next color band whether that is light green to dark green, or red to yellow. We are aiming to have all students on a path of continual improvement.

iReady Math

This is an overview of where we are right now.

Spring 2024: 5th Grade iReady Math

This is a comparison of our 5th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade level bands has increased 25%, while also decreasing the percentage of students in both the 2 and 3 or more grade-levels behind by 16%.

Scores at FRES also continue to improve, whether we are getting a higher percentage of students in both green bands, or shrinking both red bands. These improvements are likely due to the ongoing WIN block at FRES, and teachers using results from iReady to provide small group instruction.

Spring 2024: 4th Grade iReady Math
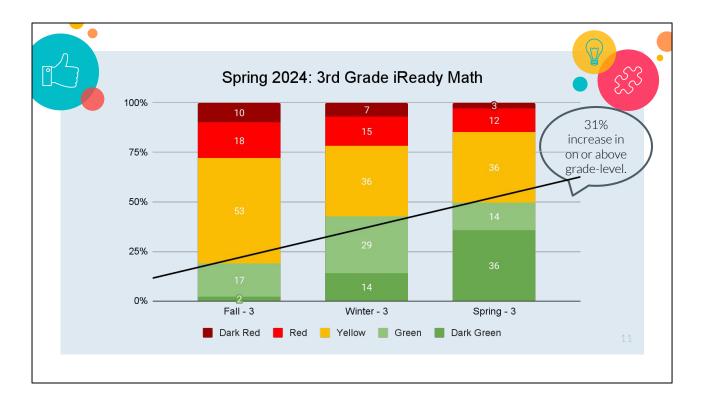
37% increase in on or above grade-level

This is a comparison of our 4th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade level has increased 16%, while also decreasing the percentage of students in the 3 or more grade-levels behind to zero, and decreasing the 2 grade-levels below by 14%.

Spring 2024: 3rd Grade iReady Math

This is a comparison of our 3rd grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level has increased 31%, while also decreasing the percentage of students in the 3 or more grade-levels behind by 7%.
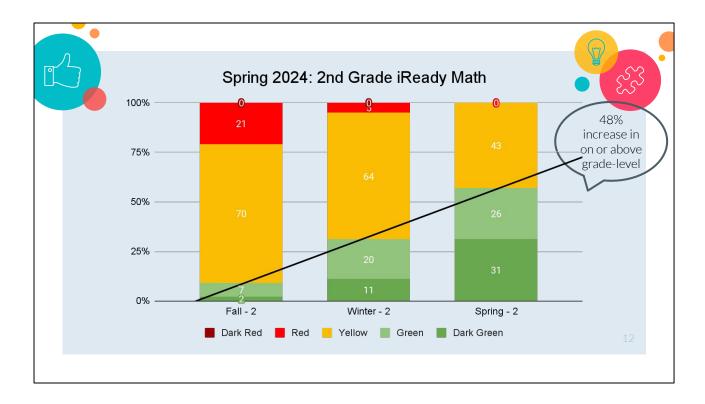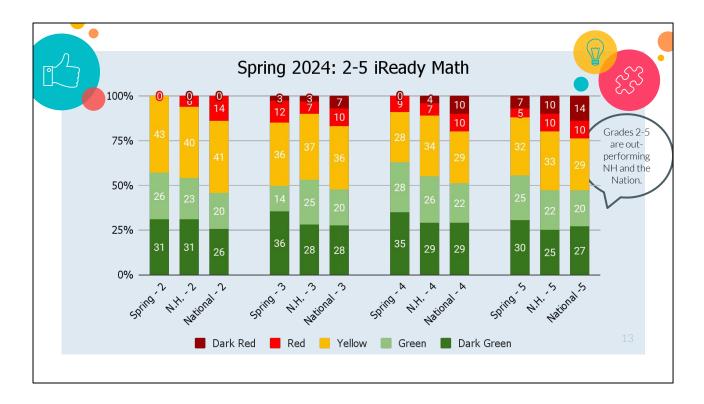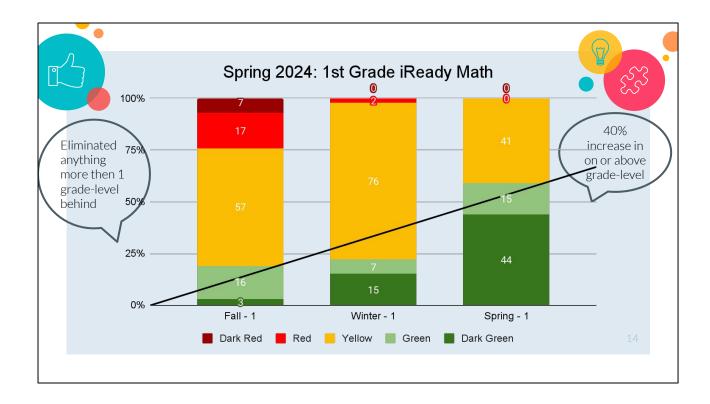
Spring 2024: 2nd Grade iReady Math

This is a comparison of our 2nd grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment.. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level bands has increased 48%, while also decreasing the percentage of students in the 2 or more grade-levels behind to zero, what also remains impressive here is that the second grade has maintained a percentage of students in the three or more grade-levels below at 0.

Spring 2024: 2-5 iReady Math

This graph, for grades 2-5 is the laid out the same as the previous one.
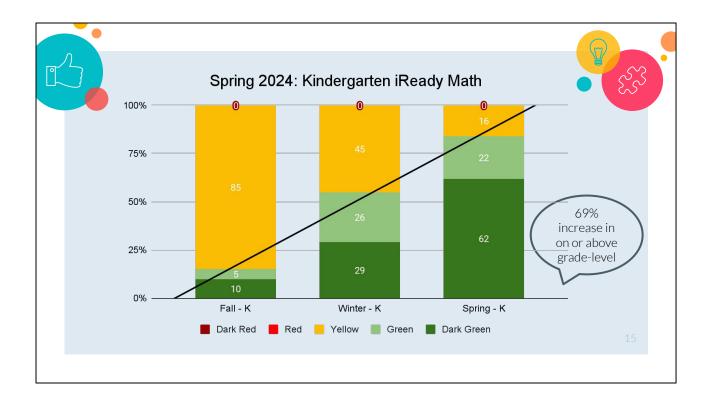
Across the board 2-5, our students are outperforming the state and national students in math.

The next few slides will look more closely at each grade-level as we did for the middle/high school.
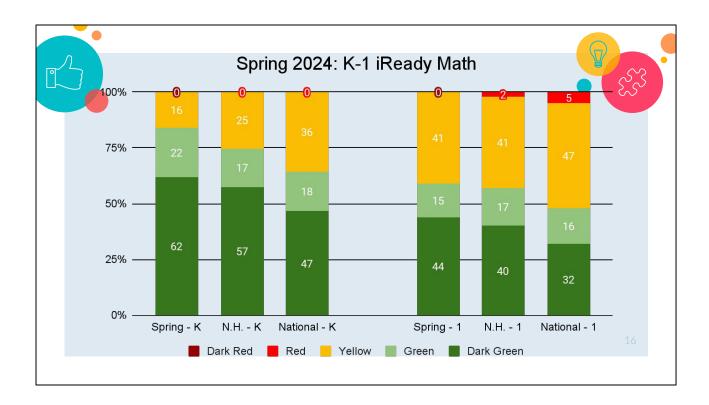
Spring 2024: 1st Grade iReady Math

This is a comparison of our 1st grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level has increased 40%, while also decreasing the percentage of students in both 2 and 3 or more grade levels below bands to zero.

This can be explained by a number of factors. The transition to first grade can be challenging for many students. This year, students struggled with that transition, however at this point in the year the teachers and students have established routines, procedures, and students are showing growth with their learning habits daily. Additionally, teachers in first grade are using strategies from professional development one of them attended over the summer last spring. This professional development was the OGAP (ongoing assessment project), which supports teachers in developing solid numeracy skills.
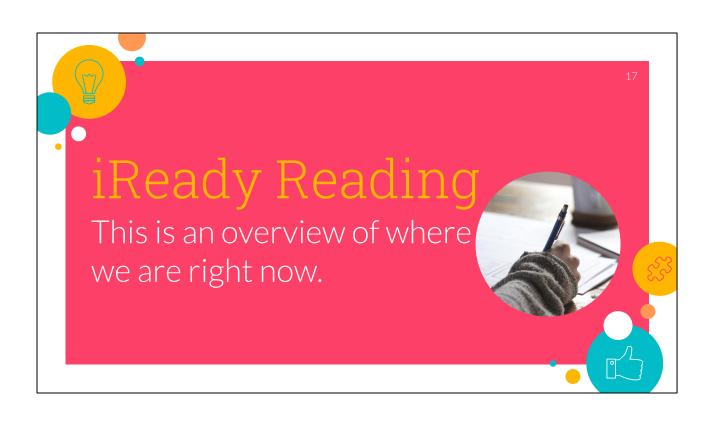
Spring 2024: Kindergarten iReady Math

69% increase in on or above grade-level

This is a comparison of our Kindergarten students from the fall benchmark, winter benchmark and the most recent benchmark assessment.. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two green bands has increased 40%.
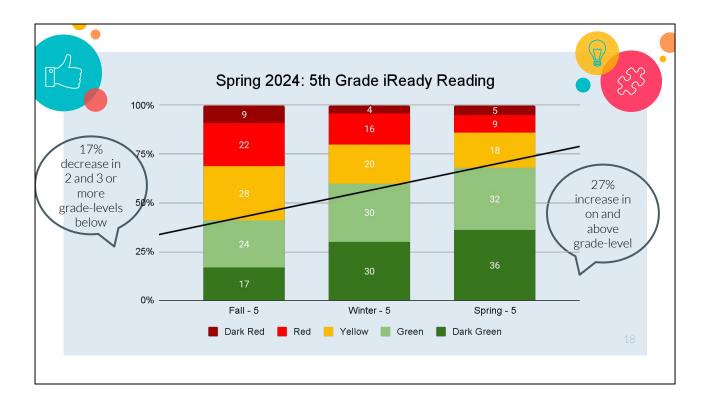
This level of increase can be due to many factors. One of those factors is having consistent instructional leadership in the building to support all students learning. Additionally, students are getting consistent Title I support as well as small group targeted instruction within the classroom.

Spring 2024: K-1 iReady Math

	Dark Green	Green	Yellow	Red	Dark Red
Spring - K	62	22	16	0	
N.H. - K	57	17	25	0	
National - K	47	18	36	0	
Spring - 1	44	15	41	0	
N.H. - 1	40	17	41	2	
National - 1	32	16	47	5	

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is our Kindergarten and grade 1 students. You can see that our both Kindergarten and 1st grade have a higher percentage of students on or above grade-level than the state and the nation.
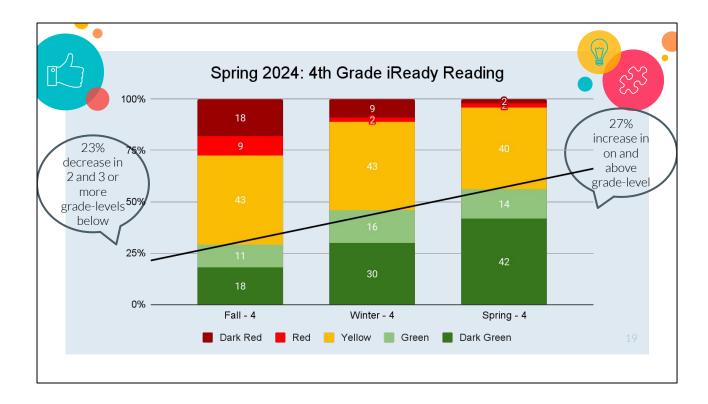
You will note, there are no students in K scoring in the red because it is impossible to score 2 grade-levels below in kindergarten.

iReady Reading

This is an overview of where we are right now.

Spring 2024: 5th Grade iReady Reading

17% decrease in 2 and 3 or more grade-levels below

27% increase in on and above grade-level

This is a comparison of our 5th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level bands has increased 27%, while also decreasing the percentage of students in the 2 and 3 or more grade levels below bands by 17%.
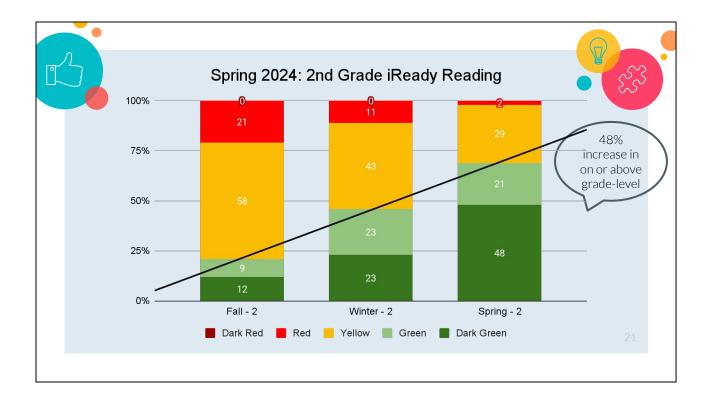
Many of the teachers at FRES and LCS are continuing with their professional development in LETRS (Language Essentials for Teachers of Reading and Spelling) which is impacting not only their instruction, but student achievement.

Spring 2024: 4th Grade iReady Reading

23% decrease in 2 and 3 or more grade-levels below

27% increase in on and above grade-level

| | Dark Red | Red | Yellow | Green | Dark Green |

Fall - 4	18	9	43	11	18
Winter - 4	9	2	43	16	30
Spring - 4	2	2	40	14	42

This is a comparison of our 4th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level has increased 17%, while also decreasing the percentage of students in 2 and 3 or more grade-levels below by 23%.

Spring 2024: 3rd Grade iReady Reading

24% decrease in 2 and 3 or more grade-levels below

14% increase in on and above grade-level

Fall - 3: Dark Green 13, Green 33, Yellow 15, Red 32, Dark Red 7

Winter - 3: Dark Green 31, Green 24, Yellow 19, Red 22, Dark Red 5

Spring - 3: Dark Green 41, Green 19, Yellow 24, Red 12, Dark Red 3

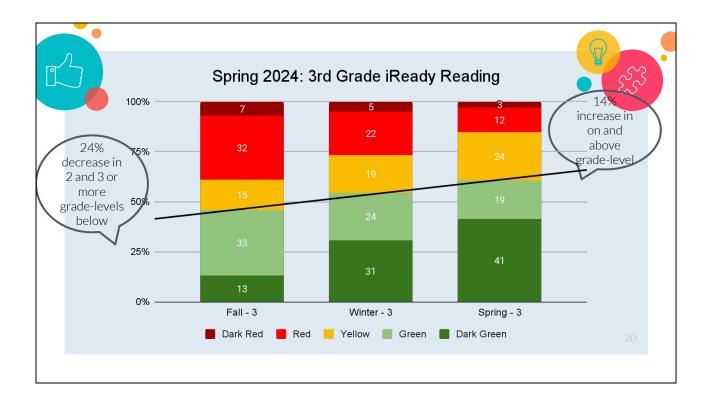Legend: Dark Red, Red, Yellow, Green, Dark Green

20

This is a comparison of our 3rd grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment.   These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level band has increased by 14% while simultaneously decreasing the percentage of students who fall in the 2 and 3 or more grade-levels below band by 24%.

Spring 2024: 2nd Grade iReady Reading
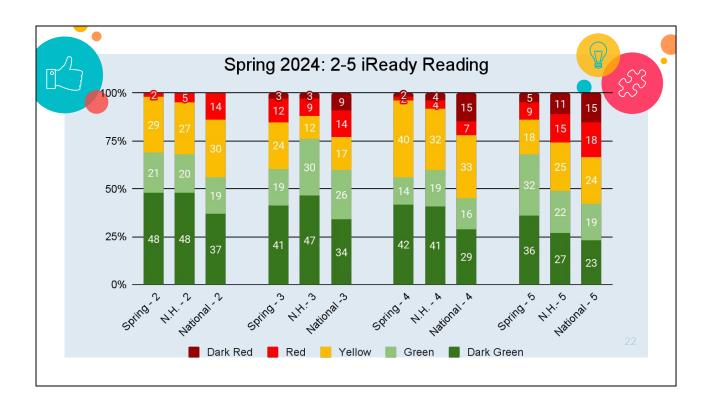
48% increase in on or above grade-level

This is a comparison of our 2nd grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level has increased by 48%, they quadrupled the percentage of students falling in the mid-to-above grade level band.

Spring 2024: 2-5 iReady Reading
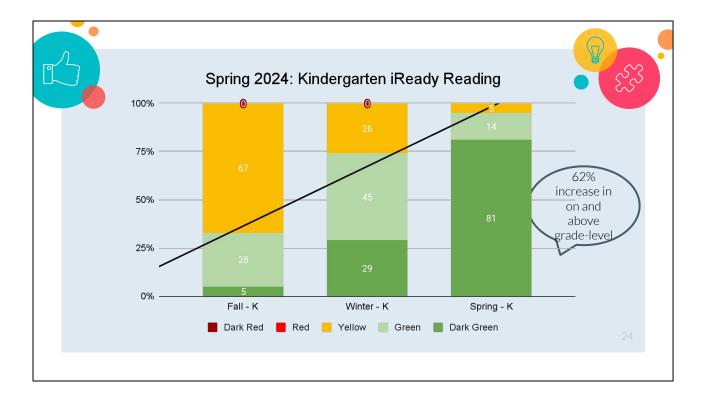
This graph, for grades 2-5 is the laid out the same as the previous one.

Almost across the board 2-5, our students are outperforming the state and national students in reading.

The next few slides will look more closely at each grade-level as we did for math.
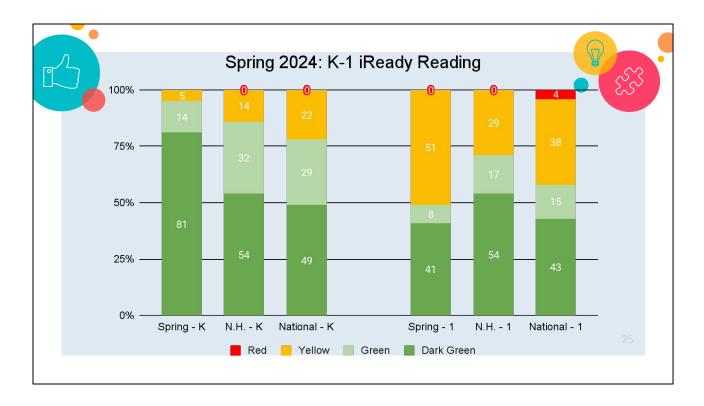
Spring 2024: First Grade iReady Reading

24% increase in on or above grade-level

This is a comparison of our 1st grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade-level has increased 24%, while also eliminating any students falling within the two or more grade-levels below band.
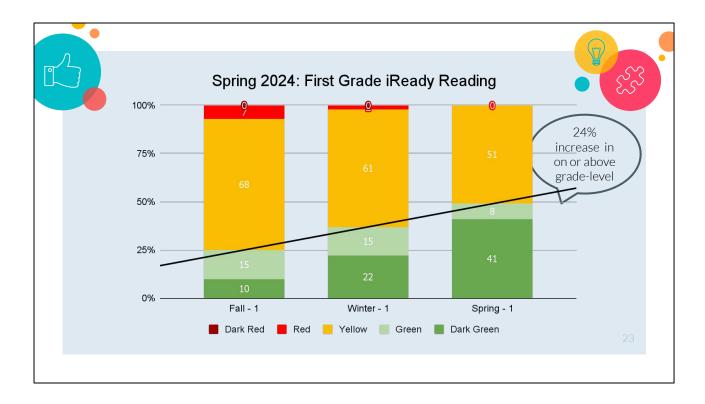
Spring 2024: Kindergarten iReady Reading

This is a comparison of our Kindergarten students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on and above grade-level has increased 62%.
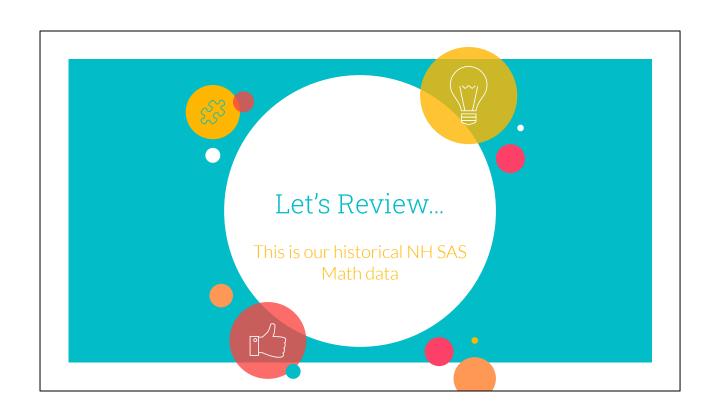
Overall Observations:
Overall we are either increasing the percentage of students falling within the on or above grade-level, and/or we are decreasing the number of students falling within the 2 or more grade-levels behind. The students and the teachers are working together to continue to develop academic rigor.
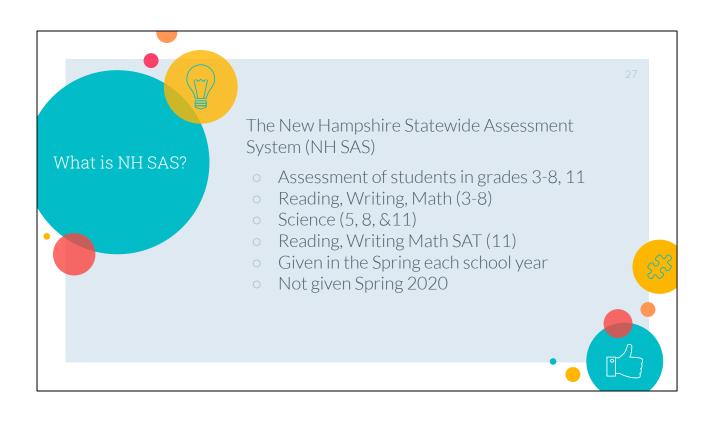
Spring 2024: K-1 iReady Reading

Category	Spring - K	N.H. - K	National - K	Spring - 1	N.H. - 1	National - 1
Red		0	0	0	0	4
Yellow	5	14	22	51	29	38
Green	14	32	29	8	17	15
Dark Green	81	54	49	41	54	43

25

This graph is our Kindergarten and grade 1 students. You can see that our Kindergarten has more students on or above grade-level than the state and the nation. Our first grade is relatively close to both the state and the nation.

You will note, there are no students in K scoring in the red because it is impossible to score 2 grade-levels below in kindergarten.

Let's Review...

This is our historical NH SAS Math data

What is NH SAS?

The New Hampshire Statewide Assessment System (NH SAS)

- Assessment of students in grades 3-8, 11
- Reading, Writing, Math (3-8)
- Science (5, 8, &11)
- Reading, Writing Math SAT (11)
- Given in the Spring each school year
- Not given Spring 2020

NH SAS Scale

Level 1	Level 2	Level 3	Level 4

Level 1 is **below proficient**. This student is not performing at grade-level for the given subject.

Level 2 is **approaching proficient.** This student is performing slightly below grade-level for the given subject.

Level 3 is **proficient**. This student is performing at grade-level for this given subject.

Level 4 is **highly proficient**. This student is performing significantly above grade-level for this given subject.

This graph is designed the same as the previous four. This is our NH SAS graph for the class of '31 which is the current 5th grade. When they were in third grade, they were very close to the state scores.
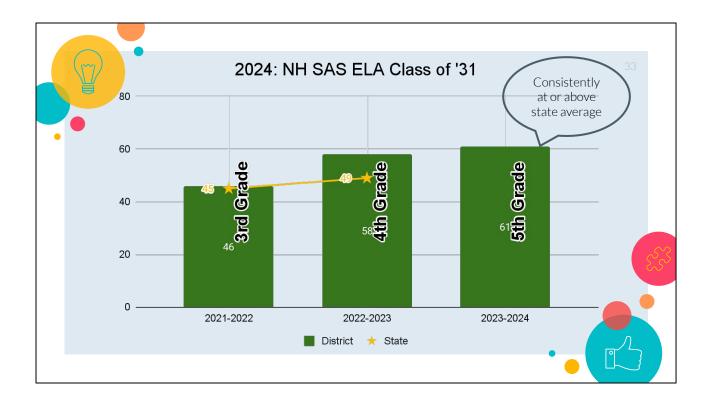
This graph is designed the same as the last few. This is our NH SAS graph for the class of '32 which is the current 4th grade. There is no state data to compare to yet as the state has not released this information, yet.

This graph is designed the same as the last few. This is our NH SAS graph for the class of '33 which is the current 3rd grade. There is no state data to compare to yet as the state has not released this information, yet.

Let's Review…

This is our historical NH SAS ELA data

This graph is designed the same as the previous four. This is our NH SAS graph for the class of '31 which is the current 5th grade. When they were in third grade, they were very close to the state scores.

2024: NH SAS ELA Class of '32

This graph is designed the same as the last few. This is our NH SAS graph for the class of '32 which is the current 4th grade. There is no state data to compare to yet as the state has not released this information, yet.

2024: NH SAS ELA Class of '33

This graph is designed the same as the last few. This is our NH SAS graph for the class of '33 which is the current 3rd grade. There is no state data to compare to yet as the state has not released this information, yet.
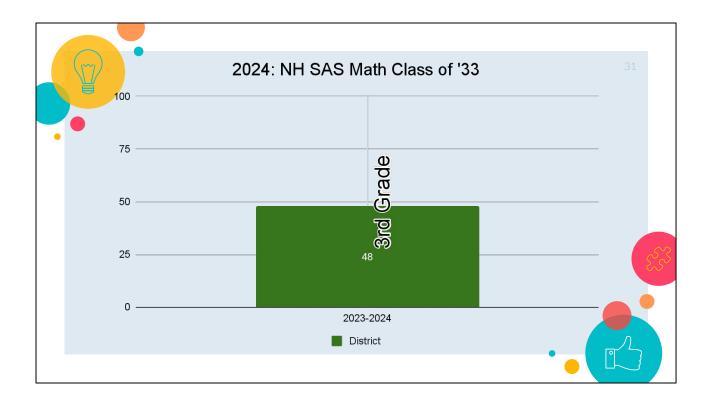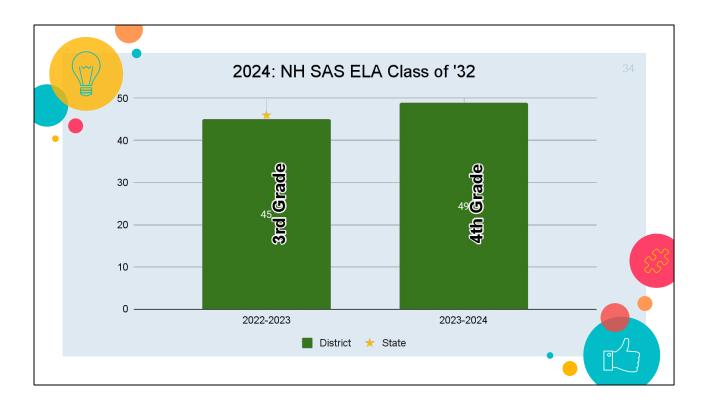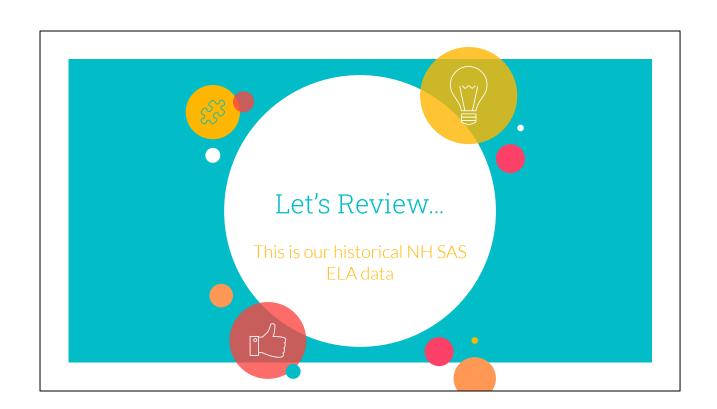
Now What? - District Wide

37
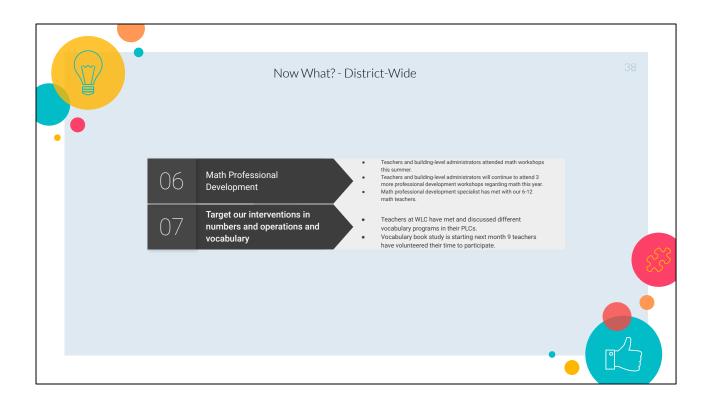
01 Ongoing professional development about iReady
- New Teachers were provided with iReady training prior to the start of school.
- iReady met with the leadership teams from both schools to re-invigorate staff
- iReady Tailored Professional Development Day 10/6 and 2/5

02 Streamlined evaluation process to focus on effective teaching practices
- The building level administrative team have met and developed a rubric for "look fors" that is shared with teachers at their pre-observation meeting conference.
- Next steps: We plan to review our supervision and evaluation document this year.

03 Data Meetings 3 times a year
- All schools have held data meetings. Data was triangulated and student action plans were developed.

04 Transition Meetings between the buildings
- In May of 2023, meetings were held with staff working with students in grades that transition from one building to another.
- Next Steps: Transition meetings for the '24-25 school year will be scheduled.

05 Continue to develop and vet curriculum
- Curriculum Committee has met, developed goals for the year, and is using our data to make informed decisions regarding curriculum.
- Teachers are working to continue to vet and update their curriculum.

These are the items we listed in our presentation in the spring as our ways to support continuous improvement for our students.

Now What? - District-Wide

06	Math Professional Development	- Teachers and building-level administrators attended math workshops this summer. - Teachers and building-level administrators will continue to attend 3 more professional development workshops regarding math this year. - Math professional development specialist has met with our 6-12 math teachers.
07	**Target our interventions in numbers and operations and vocabulary**	- Teachers at WLC have met and discussed different vocabulary programs in their PLCs. - Vocabulary book study is starting next month 9 teachers have volunteered their time to participate.

These are the items we listed in our presentation in the spring.

The book study was offered to teachers K-8, and 9/10 seats are filled. Teachers from LCS, FRES, and WLC Middle School are participating in the book study.

Now What? - LCS/FRES

01	Sending and Receiving teachers meet as Data Teams	• In May of 2023, the sending teachers met with the receiving teachers to review/analyze data together. • May of 2024, the sending and teachers met with the receiving teachers to discuss students, curriculum, and data.
02	**Summer Academy based on Data Team discussions**	• Students at LCS/FRES were offered Summer Academy based on recommendations coming out of the Data Meetings held in May of 2024.
03	**Utilize Kindergarten Screener and Pre-K teacher input to inform class placement**	• LCS will staff utilized the data from the Developmental Indicators for the Assessment of Learning (DIAL) differently this year to inform their class placement at the beginning of the 2024-2025 school year.
04	**Professional Development in the Science of Reading**	• Six of the K-2 teachers have completed or are currently enrolled in the LETRS for teachers training. • Four of the 3-5 & WIN teachers are beginning the process to join the LETRS for teachers training. • 5 teachers including 2 specialists participated in the Vocabulary Playbook, book study with Ms. Dignan.
05	Accelerated Learning programming	• FRES has completed an Accelerated Learner pilot program that includes 5th grade students attending 6th grade classes and BEAST Academy for grades 1-5. • This program has a matrix (similar to Title I) to determine which students qualify to be in the program. • This program included an after school math club for grades 1-5. • We have reviewed data and survey results to help make changes to the program moving forward.

These are the items we listed in our presentation in the spring.

FRES Accelerated Learning program is now also offering an after school component. Ms. Loiselle will be facilitating this opportunity, fyers have gone home.

What Else?

What else are we doing?

What else are we doing to make positive changes?

○ FRES
  ◦ After school tutoring 3 afternoons a week for both Reading and Math.
  ◦

Questions/
Comments

Bonus Data to Follow if
you're curious...

Bonus Information

Annual Growth Goals &
Stretch Growth Goals

How much progress students are making K-8 - Math

Students Assessed/Total: **392/397**

Progress to Annual Typical Growth (Median)

100%

50%   100%

The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution

30%   22%   34%   8%   7%

Mid or Above Grade Level / Early On Grade Level / One Grade Level Below / Two Grade Levels Below / Three or More Grade Levels Below

(From 4%)   (From 14%)   (From 56%)   (From 15%)   (From 11%)

The Mapping Between 5-Level and 3-Level Placements

44

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 100% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

On the right side are the overall placements for our students in each of the color gradients. For example in the mid-to-above grade level color band we have 30% of our students falling within that range, at the beginning of the year, we had 4% of our students falling within that range.
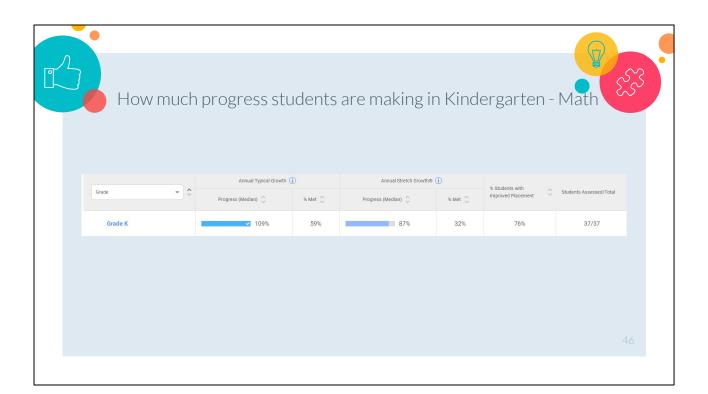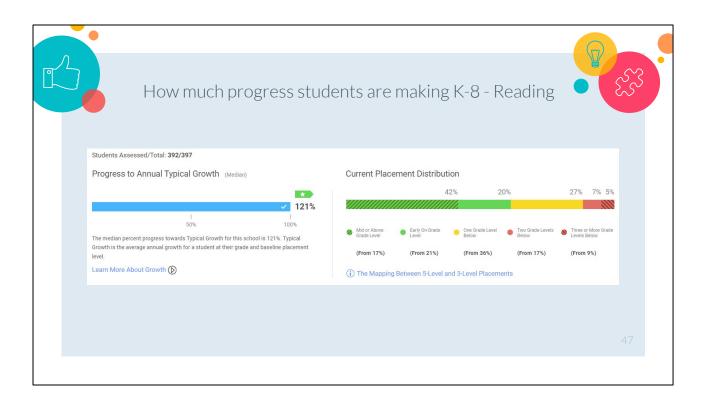
How much progress students are making 1-5 - Math

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	110%	62%	83%	31%	72%	39/39
Grade 2	108%	57%	78%	21%	71%	42/42
Grade 3	74%	25%	49%	5%	69%	59/59
Grade 4	117%	72%	80%	33%	79%	43/44
Grade 5	113%	54%	59%	16%	73%	56/56
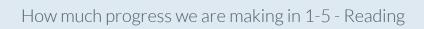
How much progress students are making in Kindergarten - Math

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	109%	59%	87%	32%	76%	37/37

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How much progress students are making K-8 - Reading

Students Assessed/Total: **392/397**

Progress to Annual Typical Growth (Median)

121%

50%   100%

The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▶

Current Placement Distribution

42%   20%   27% 7% 5%

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below

(From 17%)   (From 21%)   (From 36%)   (From 17%)   (From 9%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

47

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 68% of the way to reaching their annual goal.
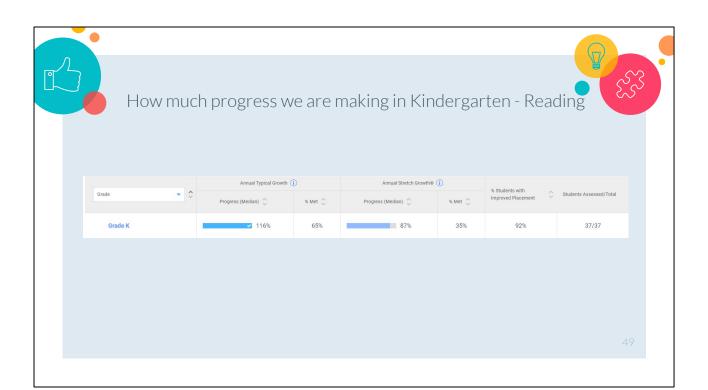
This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.
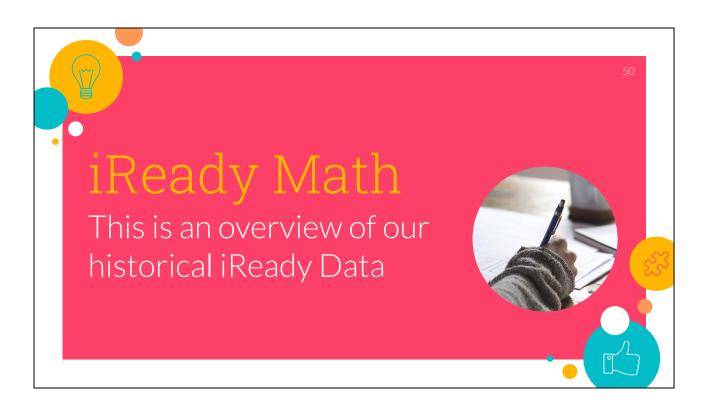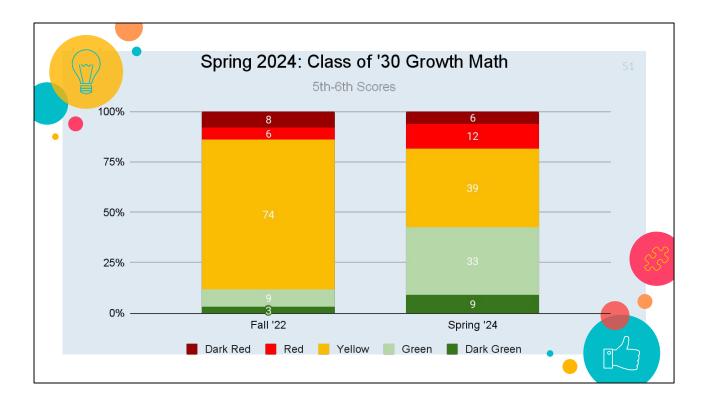
How much progress we are making in 1-5 - Reading

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 1	91%	46%	71%	21%	56%	39/39
Grade 2	140%	67%	99%	50%	83%	42/42
Grade 3	129%	61%	85%	39%	69%	59/59
Grade 4	175%	72%	87%	42%	63%	43/44
Grade 5	160%	63%	69%	36%	66%	56/56
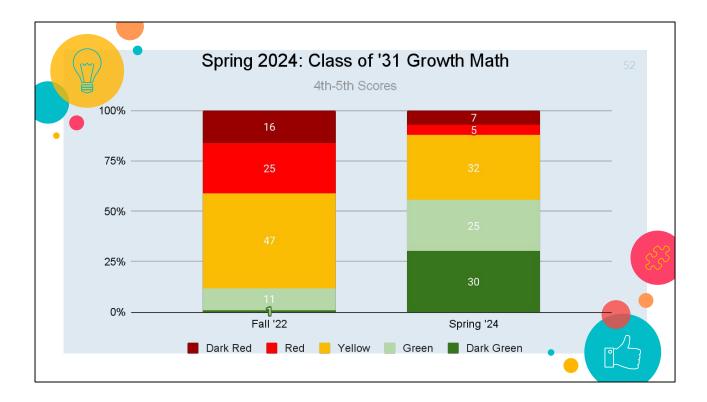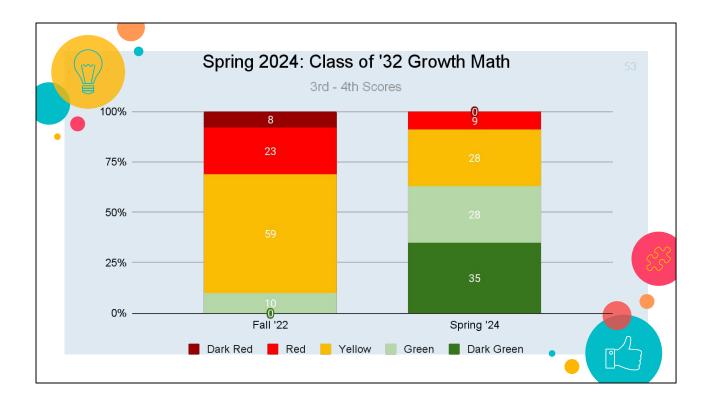
48

How much progress we are making in Kindergarten - Reading

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	▬▬▬▬✓ 116%	65%	▬▬▬ 87%	35%	92%	37/37

49

iReady Math

This is an overview of our historical iReady Data

This next round of graphs is a review of the students iReady data last year, compared to this year. This data is following one particular group.
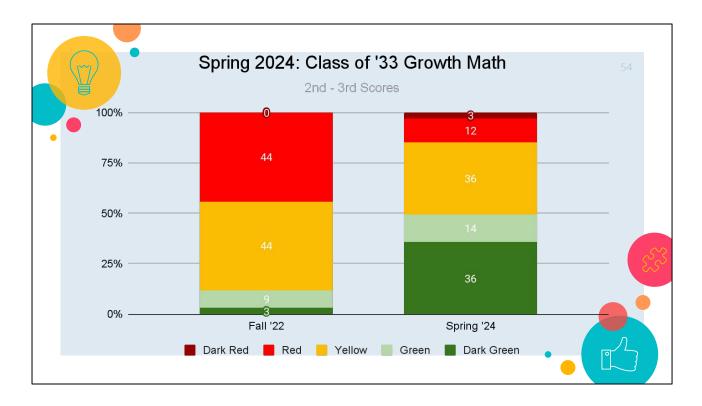
Spring 2024: Class of '30 Growth Math
5th-6th Scores

51

Fall '22: Dark Red 8, Red 6, Yellow 74, Green 9, Dark Green 3
Spring '24: Dark Red 6, Red 12, Yellow 39, Green 33, Dark Green 9

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. As you can see this group of students continues to increase the percentage of students scoring on or above grade level.
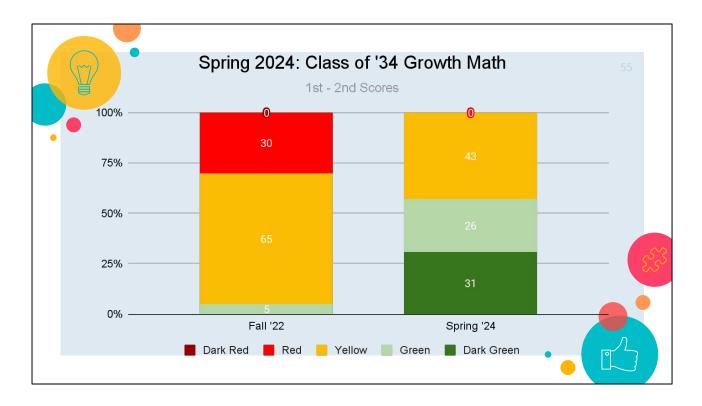
Spring 2024: Class of '31 Growth Math
4th-5th Scores

	Fall '22	Spring '24
Dark Red	16	7
Red	25	5
Yellow	47	32
Green	11	25
Dark Green	1	30

This graph is looking at our current 5th grade students and how they scored last year compared to this year on their iReady math assessment. This group is continuing to outperform themselves with continued growth in percentage of students on or above grade level.
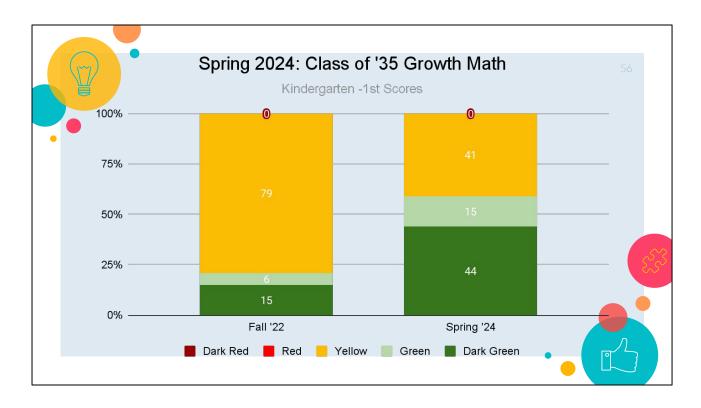
Spring 2024: Class of '32 Growth Math

3rd - 4th Scores

This graph is looking at our current 4th grade students and how they scored last year compared to this year on their iReady math assessment. This group of students has increased their percentage of students in both green and is meeting the percentage of students scoring in both greens from last Spring until this Winter. So in a shorter period of time, they are performing better.
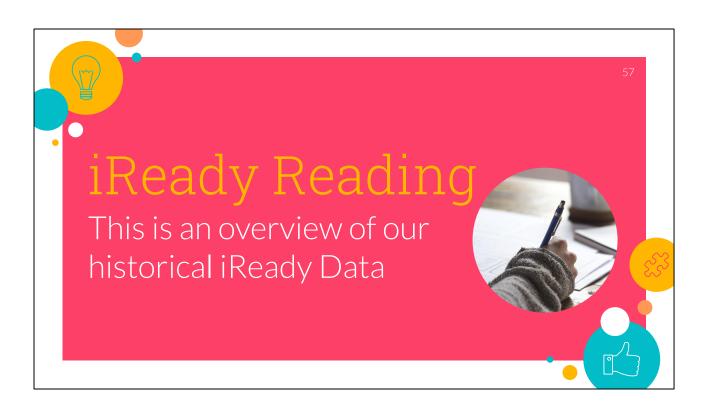
Spring 2024: Class of '33 Growth Math
2nd - 3rd Scores

This graph is looking at our current 3rd grade students and how they scored last year compared to this year on their iReady math assessment.
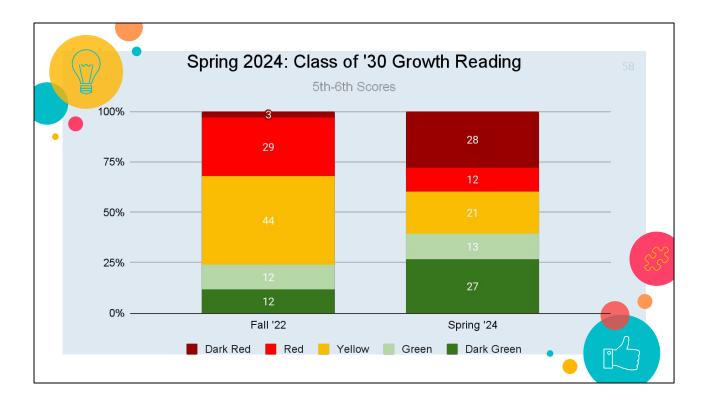
Spring 2024: Class of '34 Growth Math
1st - 2nd Scores

This graph is looking at our current 2nd grade students and how they scored last year compared to this year on their iReady math assessment.

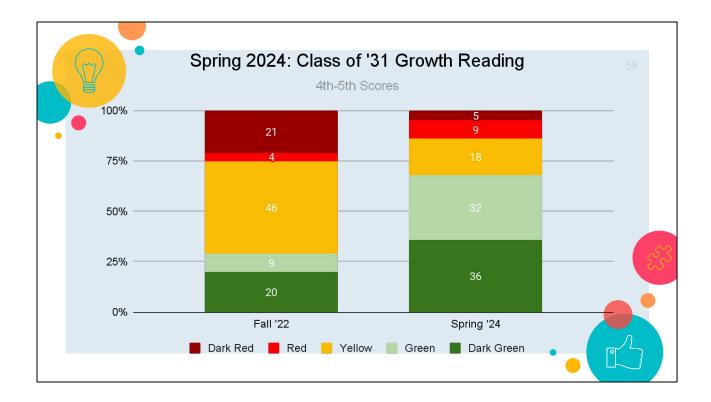Spring 2024: Class of '35 Growth Math
Kindergarten -1st Scores

This graph is looking at our current 1st grade students and how they scored last year compared to this year on their iReady math assessment.

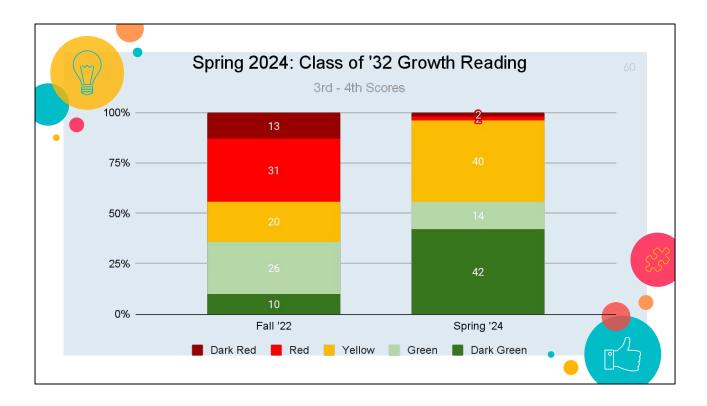# iReady Reading

This is an overview of our historical iReady Data

This section is designed the same way as the previous section, where it is a review of the students iReady data last year, compared to this year.

Spring 2024: Class of '30 Growth Reading
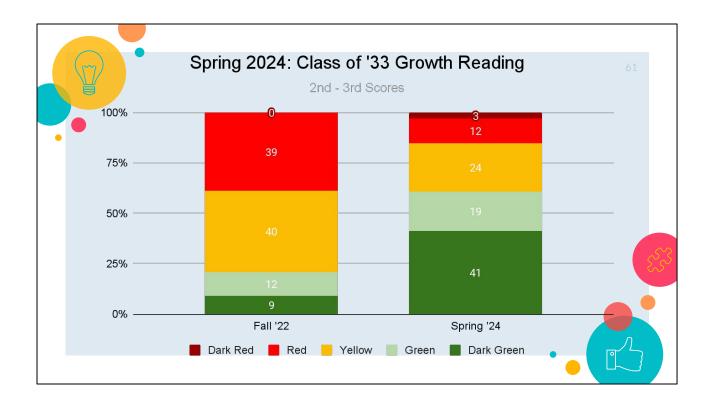5th-6th Scores

This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady reading assessment. This group of students is particularly interesting because what they are scoring currently is what you would expect around mid-year. They have continued to grow even over the summer.

Spring 2024: Class of '31 Growth Reading
4th-5th Scores

Fall '22: Dark Red 21, Red 4, Yellow 46, Green 9, Dark Green 20
Spring '24: Dark Red 5, Red 9, Yellow 18, Green 32, Dark Green 36

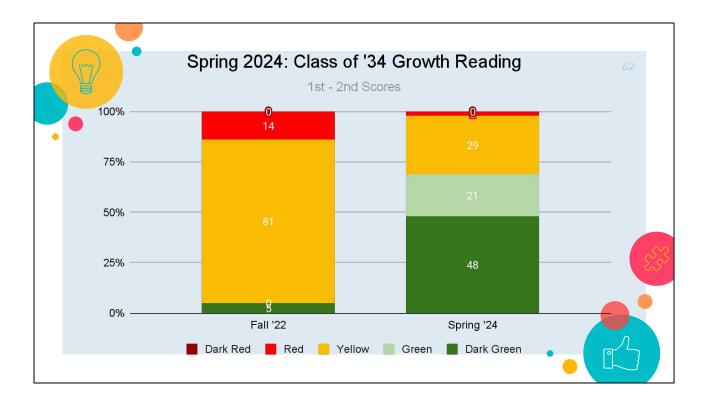Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 5th grade students and how they scored last year compared to this year on their iReady reading assessment. The percentage of students in the deep red and red have switched, which implies that the students who were 3 or more years below last fall have decreased and are now closer to grade-level.

Spring 2024: Class of '32 Growth Reading

3rd - 4th Scores

Fall '22
- Dark Red: 13
- Red: 31
- Yellow: 20
- Green: 26
- Dark Green: 10

Spring '24
- Dark Red: 2
- Red: 2
- Yellow: 40
- Green: 14
- Dark Green: 42

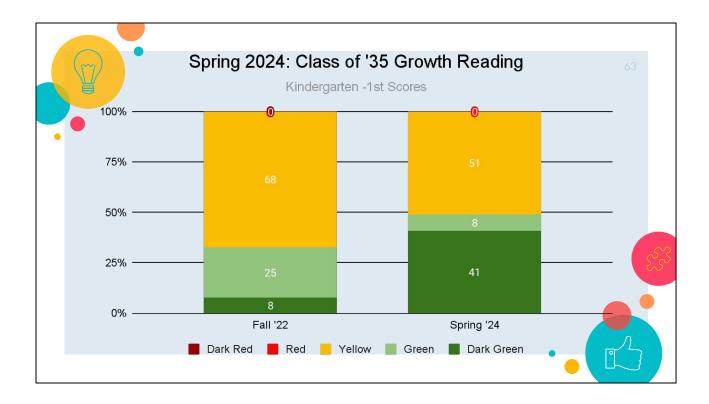Legend: Dark Red | Red | Yellow | Green | Dark Green

This graph is looking at our current 4th grade students and how they scored last year compared to this year on their iReady reading assessment. This group of student has cut the percentage of students in the red category from fall to fall.

Spring 2024: Class of '33 Growth Reading
2nd - 3rd Scores

61

	Fall '22	Spring '24
Dark Red	0	3
Red	39	12
Yellow	40	24
Green	12	19
Dark Green	9	41

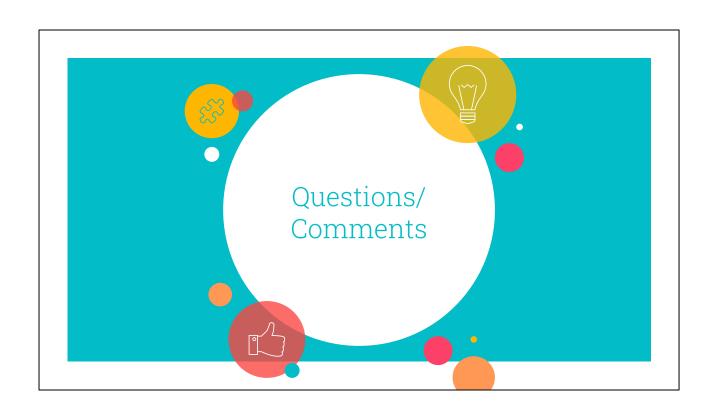Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 3rd grade students and how they scored last year compared to this year on their iReady reading assessment. This group of students is interesting for the same reason the current 6th grade is interesting. You would expect this graph in the middle of the year rather than the beginning.

Spring 2024: Class of '34 Growth Reading
1st - 2nd Scores

Fall '22: Dark Green 5, Yellow 81, Red 14, Dark Red 0
Spring '24: Dark Green 48, Green 21, Yellow 29, Dark Red 0

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 2nd grade students and how they scored last year compared to this year on their iReady reading assessment. From fall to fall, the percentage of students in both green has increased as well as the percentage of students in the red has increased.

Spring 2024: Class of '35 Growth Reading

Kindergarten -1st Scores

63

Fall '22: Dark Green 8, Green 25, Yellow 68, Red 0

Spring '24: Dark Green 41, Green 8, Yellow 51, Red 0

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 1st grade students and how they scored last year compared to this year on their iReady reading assessment. We have moved a larger percentage of students in to the red and the dark green categories.

Questions/Comments

EEA - STUDENT TRANSPORT SERVICES

Category: Recommended

*Related Policies: ECEF, EEA-R, EEAE,
EEAE-R, EEAEA, EEAEA-R,
EEAG, EEAG-R, JICC, & JICK*

A. <u>General Operating Policy</u>.

The District will make available transportation services to all regular education resident students grades K-12, who live at least 2 miles from their assigned school.

The Superintendent, or his/her designee, will fulfill the duties of Transportation Coordinator as described in this and other applicable Board policies.

Residency is determined under RSA 193:12. For children with parents/guardians residing in separate households, residency will be determined pursuant to RSA 193:12, I (a)(2) and, when applicable, parenting plans established under RSA 461-A. In such circumstances, the District is not required to provide transportation beyond the designated attendance area for the school to which the child is assigned, or beyond the geographical limits of the school district in which the child resides. Parents/guardians in such circumstances should contact the Superintendent's office with any questions or requests for special accommodations.

Pupils who attend chartered public or non-public schools shall be entitled to the same transportation privileges within the District as are provided for pupils in public school using the same routes and termination points as are established for students attending the District's schools, consistent with RSA 194-B:2, V. Drivers may not load or unload pupils at other than authorized bus stops.

The District shall also provide transportation to, and pay transportation costs for, all students who reside in the District and attend a regional career and technical education center, or who attend an alternative program at a regional career and technical education center or other comprehensive high school. The Superintendent is responsible for recovering such transportation costs per RSA 188-E:8.

B. <u>Establishment and Appeal of Routes, Schedules and Stops</u>

The Superintendent or his /her designee will establish bus routes, schedules and stops. Routes will be developed annually and posted.

The purpose of bus scheduling shall be to achieve maximum service with a minimum fleet of buses consistent with rendering equitable service to all eligible students. The measure of service rendered shall be the total time between leaving a bus stop in the morning and returning thereto in the afternoon on a regular bus trip. To the greatest extent possible, routes, schedules and stops will minimize and balance the time students spend on buses. However, priority in distance to stops will be given to younger children.

Parents who wish to request a change or exemption from any of the Board transportation policies, including bus routes or bus stops, may engage in the request and appeal process detailed in EEA-R.

C. <u>Authorized Transportation Providers</u>

The District authorizes students to be transported to school or school activities via school bus drivers, and to school activities via contracted carriers. See Policy EEAE for details.

All other authorized transportation of students must be in accordance with Policy EEAG.

D. Student Conduct on School Buses

Bus drivers have the responsibility to maintain orderly behavior of students on school buses and will report, in writing, misconduct to the student's Principal.

Student conduct while on District transportation is regulated in accordance with Board policy JICC, and any District or school rules implementing the same. See the District's School Bus Conduct Rules included in the Student Handbook.

The Board authorizes the use of video and/or audio devices consistent with applicable law and School Board policies. Notwithstanding other Board policies, the Superintendent is authorized to allow video and/or audio recordings to the extent allowed by applicable law and in accordance with Board policies ECAF and JICK.

Students who violate regulations for student conduct within those policies may have bus riding privileges suspended. Such suspensions are in addition to other interventions or disciplinary consequences provided under the Student Code of Conduct and such other applicable Board policies and District or school rules and regulations. Parents/guardians may appeal transportation suspensions per Board policy JICC and accompanying administrative procedures.

District Policy History:

> *First Reading: September 14, 2010, June 11, 2024*
> *Second Reading: October 12, 2010*
> *Final Adoption: October 12, 2010*
> *District revision history:*

Legal References:

RSA 189:6, Transportation of Pupils
RSA 189:8, Limitations and Additions
RSA 189:9, Pupils in Private Schools
RSA 189:9-a, Pupils Prohibited for Disciplinary Reasons

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Category: Recommended   *Related Policies: EEA*

1.   Complete the School Bus Stop Change Request Form, found on the following page, and send to SAU63 Business Office at:

    192 Forest Rd
    Lyndeborough, NH 03082

2.   The proposed stop evaluation will be completed by the Transportation Coordinator or designee.
3.   You will be notified within ten days of the decision, if a request is denied you may appeal the decision to the Business Administrator.
4.   You may appeal the decision of the Business Administrator to the Superintendent within the next ten-day period.
5.   Final appeals may be made to the Wilton Lyndeborough Cooperative School District.

District Policy History:

First reading: June 11, 2024
Second reading/adopted:
District revision history:

Legal References:

    XXX

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

School Bus Stop Change Request Form

Parent:_____

Student's Name:

_____Grade:_____

Address:_____

Town:_____ State: _____ Zip: _____

Phone:__(_____)_____

Bus Route #:_____ Current Stop Location:_____

Residential_____Commercial_____Industrial_____Other_____

Proposed Stop Location:_____

Reason for Change:_____

Date:_____

SCHOOL BUS STOP CHANGE EVALUATION FORM

Administrative Use Only

This form is designed to assist the Transportation Coordinator in evaluating current or proposed bus stops. Please use blue or black ink when completing this form.

Reason for Stop Change:_____

Location of Proposed Stop:_____

Date Evaluated:_____Time Evaluated:_____am_____pm

This area is: Residential_____Commercial_____Industrial_____Other

Posted Speed Limit:_____MPH

During Observation, traffic was: Light_____Medium_____Heavy_____

Types of Vehicles Observed_____

Number of Students at Stop:_____Grade Level of Students_____

School Bus Stop Evaluation Data Collection Completed   Yes   No   N/A

1. Is the bus stop located at least 100' prior to a right-turn lane?
2. Is the stop located in a right-turn lane?
3. Is the stop located at least 100' after an acceleration/merge lane?
4. Is the stop at least 100' from railroad tracks?
5. Is the stop visible minimum 500' in a 35 MPH or higher speed zone?
6. Is the stop visible at a minimum 750' in a 35 MPH or higher speed zone?
7. Is the stop located on a roadway that is used by heavy, commercial traffic?
8. Is the stop located near a retention pond or small body of water with a physical barrier between the stop and water, i.e. a guardrail or fence?
9. Is the stop located near an access/egress driveway of a commercial strip mall or apartment complex, which would cause students to walk across traffic moving at 5 MPH or faster?
10. Is the stop free of obstructions that lessen student, motorist and school bus driver visibility including shrubbery, utility poles, walls, fences, trees, parked cars and/or other obstructions?
11. Does the stop location allow for sufficient water drainage/runoff?
12. Is the stop located within ¼ mile of another bus stop for the same route?
13. Is there sufficient room at the stop away from the roadway for students to safely wait for the school bus?
14. Is there sufficient room at the stop for students to de-board the bus then walk at least 15' away from the bus before it departs the stop?

15. In the absence of a sidewalk, is there a space/path minimum 4' wide that provides access/egress to/from the stop?

SKETCH OF SCHOOL BUS STOP

Be sure to include all relevant traffic signals, signs, pavement markings, sight obstructions, student and motorist behavior and roadway deficiencies at the stop.

COMMENTS

Note any unusual pedestrian or vehicular movements that occurred during the observation

Print Name   Sign Name   Date

Please forward this Business Office for SAU#63

EEAE- SCHOOL BUS SAFETY PROGRAM

Category: Recommended   *Related Policies: ECAF, EEA, EEAE-R,*
                                                                  GBCD, & JICC

A. <u>School Bus Safety Program</u>. The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. The Transportation Coordinator will assure that students using District transportation are provided annual instruction as to the proper procedure for boarding and exiting from a school bus, and in proper and safe conduct while aboard. See School Bus Conduct Rules at JICC. Additionally, the Transportation Coordinator will assure that emergency evacuation drills from school buses will be conducted at least two times a year to acquaint student riders with procedures in emergency situations (See RSA 189:6-a, I & II). Additionally, the Transportation Coordinator is encouraged to establish guidelines for families relative to safe practices for students in between home and bus stops.

2. All vehicles used to transport children will be inspected on a regular schedule to see that they meet applicable safety regulations.

3. All drivers, whether employed by the District or a contracted vendor, and whether certified school bus drivers or contracted carriers under RSA 376:2, VII, will be screened before employment for physical condition, proper license, criminal records background check (per Board policy GBCD), and experience. The prior driving record of each driver will be checked for drug and alcohol or other convictions and a criminal records check must also be completed. All checks and screenings will be conducted in accordance with Board policy EEAEA.

4. To help ensure the health, welfare, and safety of students, passengers and others relative to District provided transportation, the School Board has authorized use of video and/or audio surveillance on school buses. Conducting such surveillance, and the use of any subsequent recordings in student disciplinary proceedings, will be in accordance with Board policy ECAF.

5. The School District or independent contractor will comply with all state and federal laws and regulations pertaining to the operation of school buses and will make these requirements known to bus drivers. It will also cooperate with local safety officials in formulating and accomplishing its school bus safety program.

B. Student Conduct on School Buses. Student conduct on District transportation shall be regulated in accordance with Board policy JICC, School Bus Conduct Rules   See also Board policy EEA.

District Policy History:

First Reading: September 14, 2010, June 11, 2024
Second Reading: October 12, 2010
Final Adoption: October 12, 2010
Revision History:

Legal References:

NH Statutes	Description
RSA 189:13-b	School Bus Driver & Transportation Monitor Criminal History Records Check
RSA 189:6-a	School Bus Safety
RSA 189:9-a	Pupils Prohibited for Disciplinary Reasons
RSA 376:2, VII	Motor Carriage of Passengers
RSA 570-A:2	Capture of Audio Recordings on School Buses Allowed

Federal Regulations	Description
49 C.F.R. § 40.1-40.13 (2001)	Transportation Workplace Drug Testing Program
49 C.F.R. Part 391 (1995)	Qualifications of Drivers
49 CFR Part 382	Controlled Substances and Alcohol Use and Testing

Federal Statutes	Description
20 U.S.C. §1232g	Family Educational Rights and Privacy Act (FERPA)

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

EEAE-R - SAFETY GUIDELINES FOR PARENTS/GUARDIANS of STUDENTS USING SCHOOL BUSES

Category: Recommended   *Related Policies: EEAE*

The following guidelines outline parent/guardian responsibilities relative to families using District school buses and transportation services.

1. Riding the school bus is a privilege. This privilege may be temporarily suspended or permanently revoked if a student's misconduct violates School Bus Conduct Rules, jeopardizes the safe operations of the school bus or the safety of the children riding this bus. See Board policies EEA and JICC.

2. Parents/guardians are responsible for the safety of their children from the time they leave home in the morning until the time they board the school bus; and at the end of the school day from the time the school bus departs the loading/unloading area and the children reach home. Once the child enters the school bus, the authority lies with the bus driver and the school.

3. Students should leave home early enough so that they arrive at the designated school bus stop point five (5) minutes before the scheduled arrival time of the school bus.

4. Parents/guardians should be aware of their responsibility not only for their child's behavior while on the school bus, but also their responsibility for damage caused by their child(ren) to the property of others, including the school bus. When a child walks to and from the bus stop, and while he/she waits at the school bus stop, and when he/she walks home from the school bus stop at the end of the school day, he/she must show consideration and respect for the property of those citizens whose homes and places of business are located along these routes.

5. Parents/guardians, together with the child, should develop a route to and from the school bus stop, or school, which minimizes the exposure of the child to vehicular traffic. Shortcuts through isolated fields and woods or across streams or railroad tracks can often be dangerous. Entering of abandoned houses or deserted buildings by children on their way to or from school should not be condoned. The route should be direct and uninterrupted.

6. Parents/guardians should walk with younger children to and from the school bus stop, using this opportunity to teach the child(ren) proper pedestrian practice. If the parents/guardians cannot accompany their child(ren), arrangements should be made, if possible, for older children (brother, sister, or neighbor) to escort the younger children to and from the school bus stop or school.

7. Parents/guardians should develop in their child(ren) an awareness of the molestation (personal harassment) problem.   Encourage children not to accept candy, soft drinks, money, toys or rides from strangers or to associate with anyone they do not know. If your child is confronted with these problems on his/her way to or from school, he/she should tell you or his/her teacher as soon as possible. This is a situation that should be referred to the police.

8. Parents/guardians should realize that weather determines how a child is to be dressed. Encourage your child to wear the type of clothing that will not only keep him/her warm and enable him/her to see where he/she is going, but also permit him/her to be seen. If the child(ren) cannot be seen by the drivers of vehicles, they are in danger. For example, white clothing is difficult to see in snow, but makes one clearly visible at night. If the weather is inclement, the child should be dressed for the occasion and leave a few minutes earlier than his/her normal starting time in order to reach the school bus stop or school safely and on time.

9. Inclement weather announcements regarding the closing of schools or delayed opening begin at approximately 6:00 a.m.   During severe weather conditions, pertinent information concerning the transportation program will be announced on the radio.

10. The application of common sense is the best method of determining the role of the parents/guardians regarding the safety of children traveling to and from school, either as a passenger on a school bus or as a pedestrian

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__District Policy History:__

> *__First reading:__ June 11, 2024*
> *__Second reading/adopted:__*
> *__District revision history:__*

__Legal References__:

XXX

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Category: Recommended   *Related Policies: EEA, EEAA, & JICK*

General Authorization.

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2.

NOTE CONCERNING AUDIO RECORDINGS: Recordings that include audio must also comply with the limitations of RSA 570-A:2, II (k)(2), which provides in pertinent part: "In no event, however, shall the recording be retained for longer than 10 school days unless the school district determines that the recording is relevant to a disciplinary proceeding, or a court orders that it be retained for a longer period of time. An audio recording shall only be reviewed if there has been a report of an incident or a complaint relative to conduct on the school bus, and only that portion of the audio recording which is relevant to the incident or complaint shall be reviewed."

Notification.

This policy constitutes notification that audio and video recordings may be made on school buses used in the district.1 See also Board policy JICK - Pupil Safety and Violence Prevention.

The Superintendent or his/her designee shall ensure that there is a sign prominently displayed on the school buses informing the occupants of the school buses that such video and audio recordings are occurring. Notification of such video and audio recordings on the bus will also be included in the Student-Parent Handbook as well as the District and school websites.

Procedures Concerning Usage and Retention of Audio Recordings.

The Superintendent is charged with establishing additional administrative procedures consistent with this policy to address the length of time which any audio recording is retained, ownership of the recording, limitations on who may view and listen to the recording, and provisions for erasing or destroying the recordings. Video recordings without audio may be used, retained or destroyed as provided in Board policy EEAA.

Recordings may be viewed/heard only by the following persons and only after expressly authorized by the Superintendent:

- Superintendent or designee
- Transportation Coordinator
- Investigators or attorneys retained by district
- Business Administrator
- Building Administrator

- Law Enforcement Officers
- Parent/guardian of any student involved in disciplinary proceedings and present on the recording.

The Superintendent is authorized to consult with the District's attorney relative to the use and retention of an audio and video recording either generally or in reference to a particular occurrence.

Student Records.

In the event an audio or video recording is used as part of a student discipline proceeding, such video may become part of a student's education record. If an audio or video recording does become part of a student's education record, the provisions of the Family Educational Rights Privacy Act (FERPA) shall apply.

District Policy History:

First Reading: September 14, 2010, June 11, 2024
Second Reading: October 12, 2010
Final Adoption: October 12, 2010
District revision history:

Legal References:

NH Statutes	Description
RSA 570-A:2	Capture of Audio Recordings on School Buses Allowed

Federal Regulations	Description
34 CFR. Part 99	Family Educational Rights and Privacy Act Regulations

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

JICC - STUDENT CONDUCT ON SCHOOL BUSES

Category: Recommended   *Related Policies: JICDD, ECAF*

Students using school buses and other District transportation are under the jurisdiction of the School from the time they board the bus until they exit the bus. Additionally, Board policy JICDD applies to "out-of-school" student conduct, including, but not limited to, conduct at or near school bus stops.

The Superintendent or his/her designee will develop rules and regulations for conduct on buses reference below.—These shall be printed in the Parent-Student Handbook, made available on the District and/or school website, and provided in other languages as needed.

Failure to abide by the School Bus Conduct Rules Continued, disorderly conduct or persistent refusal to submit to the authority of the driver may result in a student to be denied or suspended from the privilege of transportation in accordance with the RSA 189:9-a, and applicable District rules and procedures. Additionally, conduct on District transportation is subject to additional interventions, supports or consequences as provided in the Student Code of Conduct.

If a student is to lose the privilege of riding the bus ("transportation suspension"), advance warning will be given, except for misconduct that threatens the health, safety or welfare of other students, staff or any other person. Parents/guardians of students who have had bus privileges suspended have a right to appeal the suspension within 10 calendar days to the person who issued the original suspension. Transportation suspensions exceeding 20 days must be approved by the Board. Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian. The Superintendent shall include such appeal and review procedures in the School Bus Conduct Rules referenced below in sections B. and C. Transportation suspensions may extend to all District transportation.

Students transported in a school bus shall be under the authority of the District and under control of the bus driver. The driver of the bus, along with the bus monitor, if applicable, is responsible for the orderly conduct of the students transported. Each driver and monitor has the support of the Board in maintaining good conduct on the bus.

In order to ensure the safety of all students riding District provided school buses, appropriate behavior is required for all students. Transportation to and from school is an extension of the classroom and should be considered part of the school day. The issue of safety requires students to be on their best behavior while on school buses or vehicles.

The Student Code of Conduct policy JIC applies to students at all times when being transported on school buses or other District provided transportation to and from school or school activities. Thus, while students may lose the privilege to ride the bus or other District transportation due to students' failure to maintain the behavioral expectations, students may also be subject to interventions and/or disciplinary consequences for the same behaviors according to the Student Code of Conduct.

JICC - STUDENT CONDUCT ON SCHOOL BUSES

A. Behavioral Expectations & Rules for School Buses and Other District Provided Transportation.

1. Students should arrive at the bus stop at least five (5) minutes before the bus is scheduled to arrive. The bus cannot wait for those who are not on time. If a student misses the bus, it is the parent/guardian's responsibility to transport the student to school.
2. Students shall wait in a safe place, clear of traffic until the bus stops, the door is open, red flashing lights are on, and the driver has directed students to get on the bus.
3. Students shall wait in an orderly line and avoid horseplay.
4. Students may cross the road or street only in front of the bus only after the bus has come to a complete stop and upon direction of the driver (10-foot minimum crossing distance).
5. Students shall go directly to an available or assigned seat when entering the bus and move in toward the window.
6. Students shall remain seated until they have reached their designated stop and the bus has come to a complete stop. Aisles and exits must be kept clear at all times and emergency doors will be used for emergencies only.
7. Students shall observe normal classroom conduct and obey the driver promptly and respectfully. The driver is in complete charge of the bus and his/her decisions and requests must be followed.
8. Students shall not engage in verbal abuse and/or use abusive language to others.
9. Students may carry only objects that can be held safely on his/her own lap. Musical instruments, athletic equipment bags and the like must be placed in the area designated by the driver.
10. Students shall refrain from throwing or passing objects on, from or into buses.
11. Students shall refrain from eating and drinking on the bus unless permitted by school staff .
12. Students shall respect the rights and safety of others.
13. Students may ride only the bus that they have been assigned, and students may only board or exit at their assigned stops . (Exceptions will only be made with a note from a Principal or Principal's designee.)
14. Students are prohibited from extending their heads, arms or objects out of the bus windows, and are not allowed to open windows without permission of the driver.
15. Only authorized riders are permitted on the bus.
16. When necessary, students will be expected to sit three passengers.
17. Students shall not use profane language or obscene gestures, and shall make any excessive noises while on the bus.
18. Students are strictly prohibited from possessing or using tobacco, alcohol, drugs, or any controlled substance. In addition to any interventions or consequences pursuant to these rules

or the Student Code of Conduct. The police will be notified whenever a student is involved with the possession and/or use of alcohol, drugs, or any illegal substances.

19. Fighting, wrestling or acts of physical aggression are strictly prohibited.

20. Students shall not deface or otherwise damage the bus, the driver's or any other students belongings while on the bus. Students/Parents will be held responsible for any and all damages to the bus caused by the student by way of vandalism or other intentional or reckless conduct.

21. Students shall not carry hazardous material, nuisance items or animals onto the bus.

22. Students are prohibited from hitching rides via bumper or other parts of the bus.

B. Response and Consequences for Misconduct on School Buses.

Students not adhering to the above expectations may receive consequences as described below. However, **when a student engages in any conduct that threatens or impacts the health or safety of students, staff or others, the Principal, Transportation Coordinator or Superintendent may impose more significant and immediate consequences including lengthier transportation suspensions.**
The following will generally apply to violations of expectations 2 through 17:

First Referral: will result in a letter of warning with a copy sent to the student's parents/guardians, and a copy kept on file in the School Administrator's Office and the Transportation Coordinator.

Second Referral: will result in one (1) hour after school detention. Parents/guardians must be notified prior to the implementation of the detention. It becomes the parents/guardians' responsibility to transport or arrange other transportation for their children home after a detention.

Third Referral: will result in an immediate five (5) day suspension from District transportation to and from school.

The following will generally apply to violations of expectations 18 through 22:

First Referral: will be an immediate five (5) day suspension from all District transportation.

Second Referral: will be an immediate ten (10) day suspension from all District transportation.

Third Referral: will result in the immediate suspension from all District transportation. "RSA 189:9 – Pupils prohibited for Disciplinary Reasons.

C. General Provisions Relating to Transportation/Bus Suspensions.

All transportation suspensions are measured by school days, not calendar days. Repeat transportation suspensions or suspensions over five (5) days will apply to all District transportation, including to and from school, as well as any school sponsored activity or program (e.g., field trips, athletic competitions, etc.).

Transportation suspensions shall not begin until the next school day following the day written notification of suspension is sent to the pupil's parent/guardian.

Any suspension to beyond twenty (20) school days must be approved by the school board.

If a student's transportation privileges have been suspended for violations of the behavior rules or other disciplinary reasons, the parent or guardian of that student has the right of appeal within ten (10) days of suspension to the authority who issued the suspension.

The Board should consult with counsel regarding the procedures to apply at any Board review or appeal regarding suspension of an individual's transportation privileges.

Until any appeal is heard, or if the suspension of student's privileges to ride the school bus is upheld, it shall be the parents' or guardians' responsibility to provide transportation to and from school for that student for the period of the suspension.

D. Audio and Video Surveillance on School Buses.

Video cameras may be used on school buses to monitor student behavior. Audio recordings in conjunction with video recordings may also be captured on school buses, in accordance with the provisions of RSA 570-A:2. See Board policy ECAF – Audio & Video Surveillance on School Buses.

E. Students with Disabilities:

Students with disabilities will be disciplined in accordance with federal state law including the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act, as set forth in the procedures developed by the administration.

District Policy History:

> *First reading:* September 14, 2010, June 11, 2024
> *Second reading/adopted:* October 12, 2010
> *Final Adoption:* October 12, 2010

NH Statutes	Description
RSA 189:13-b	School Bus Driver & Transportation Monitor Criminal History Records Check
RSA 189:6-a	School Bus Safety
RSA 189:9-a	Pupils Prohibited for Disciplinary Reasons
RSA 376:2, VII	Motor Carriage of Passengers
RSA 570-A:2	Capture of Audio Recordings on School Buses Allowed

Federal Regulations	Description
49 C.F.R. § 40.1-40.13 (2001)	Transportation Workplace Drug Testing Program
49 C.F.R. Part 391 (1995)	Qualifications of Drivers
49 CFR Part 382	Controlled Substances and Alcohol Use and Testing

Federal Statutes	Description
20 U.S.C. §1232g	Family Educational Rights and Privacy Act (FERPA)

Legal References Disclaimer: These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<div align="center">
WILTON-LYNDEBOROUGH COOPERATIVE
SCHOOL BOARD MEETING
Tuesday, June 11, 2024
Wilton-Lyndeborough Cooperative M/H School
6:30 p.m.
</div>

The videoconferencing link was published several places including on the meeting agenda.

Present: *Dennis Golding, Brianne Lavallee, John Zavgren, Michelle Alley, Darlene Anzalone, Geoffrey Allen, Diane Foss, and Jonathan Lavoie*

Superintendent Peter Weaver, Business Administrator Kristie LaPlante, Principals Tom Ronning and Bridgette Fuller, Director of Student Support Services Ned Pratt (online), Curriculum Coordinator Samantha Dignan, and Clerk Kristina Fowler

I.   CALL TO ORDER
Chairman Golding called the meeting to order at 6:31pm.

II.   PLEDGE OF ALLEGIANCE
The Pledge of Allegiance was recited.

III.   STAFF ACKNOWLEDGEMENT
Principal Fuller recognized Sherry LeBlanc, Administrative Assistant for her work with parents, staff and students at LCS. She has a smile for everyone and is the "Jill of all trades" at LCS. On behalf of Principal Ronning, the Superintendent recognized Olympia Clark, FACS teacher at WLC who is an important contributor to WLC. Her classes are one of the most requested by students. Sherry LeBlanc and Olympia Clark were awarded the Starfish Award. Congratulations!

IV.   WLC ARTS IMPROVEMENT COMMITTEE-PERFORMANCE TECH PRESENTATION
PROPOSAL
Members of the committee were introduced: Ariel Crotty parent, Mindy Degan parent, Patrick Popores parent, Delvis Javier parent, Taryn Anderson music teacher at WLC, Mike McGonegal community member and Deb Waldo community member.

Ms. Crotty reviewed the slide presentation (a copy can be found with these minutes). She spoke of the current situation where student performers and public attending events at WLC cannot hear due to lack of working equipment, out dated sound system, mics cannot be adjusted to balance out the sound for each performer, lack of lighting and some safety concerns identified by a vendor who provided a quote for new equipment and services. She reviewed some comments from students and community. She spoke of the café not just being used for performances; it is used for planning board meetings, penny sale, and town meetings. She reviewed specifics of the current equipment, which is limited based on today's standards and the issues with the rigging. She notes they were told the lights could be repurposed to FRES and notes they do get very hot and gels can burnout faster. She informed the group the backstage lighting is florescent lights and it is difficult to see the performers. She showed some clips of performances. She spoke of how making these improvements would benefit the students. We could start a performance tech club (AV Club), it will foster community involvement, and part of the proposal is coming in to teach how to use the system. We can provide a career path for students, the school will maintain a competitive edge, it will foster a creative environment for kids, there are many musicians in the town let them play, it would benefit the community and we can open it as a performance art center so the school can raise money with rental fees. She spoke of the estimated costs associated based on a quote received from Port Lighting, which include sound system for the cafe, parts and labor $26,000 and sound system for the gym installed $14,000 and the lighting system for the café $114,000. She read a recommendation letter from Port Lighting with their findings. Nothing in it meets best practices including there may be a need for an electrical contractor, replacement of all rigging hardware, tracks, control ropes, removal of all theatrical lighting, install a new panel board, power control system and recommending a rigging inspection based on ANSI standards that is $2,000. She adds they won't install anything without this inspection. There is no imminent danger of catastrophic failure but for reasons of liability Port Lighting would not install without the rigging being updated to standards and they recommend not using the railing to the lights as they thought it might contain asbestos. She spoke of a need for considerable foundation work on our stage, replace lighting, curtains, numerous contractors have said they cannot install new lighting on the existing rigging (estimated cost of $114,000). New lighting requires cleaner power than can be provided by old Federal Pacific panel, a new smaller panel will be required along with numerous new outlets and that is not really the committee's "thing", facilities would have to do that. She also provided a quote for FRES, which was not part of this presentation. This is for WLC. Mr. McGonegal spoke of more specifics including the panel needs to be pulled; he believes a good portion of that panel is not used anymore anyway. The rigging, there is evidence of a mishmash of stuff, chain, and some duct tape. Adding in 3 fixtures, 5 on each pipe, we are looking at an extra 100 pounds it might work but if Port Lighting says, they don't trust that, I wouldn't trust it. They redid the Capital Theatre. He spoke of the quotes including 2 options, the $26,000 quote is for it to be hardwire installed and $15,000 is for Wi-Fi, which is cheaper as there is not as much labor involved. A quote for $62,000 is for 30 nonmoving LED fixtures giving them 16 million colors and can control the angle of the light from the console. Just for curiosity they got a quote for couple of moving head fixtures it is about $7,000 itself so adding 2 would be

63    $14,000, we will just go with static and if we need motion we can rent them. Ms. Deb Waldo spoke about being a member of the
64   Wilton Alliance Committee, a nonprofit committee in town working with groups on things like summer concerts etc. and
65   providing some small cash donations or working with a group writing grants. Her early research showed tis foundational work is
66   in the minds of outside funders first. There are probably grants to help us with electrical and rigging, the ones she checked with
67   said we would help with lights but they have to be ready to go. Her initial research showed that the district would have to address
68   the basic electrical and safety but we can do more research. The Chairman noted when the Wilton Alliance met with the Board in
69   2022, he believes it was the same sentiment you could find grants but we would have to fix the electrical. Ms. Waldo responded
70   that was before we knew the issues with the electrical. Mr. Popores spoke as a parent and former WLC student and he felt the
71   town went backwards. He told his kids when they moved back here about his experiences but it wasn't the same, things like Ms.
72   Clark's fashion show and the way the plays were and battle of the bands were not the same. When he was a student, they moved
73   their drama show to High Mowing because we didn't have the lights. As a kid you shouldn't have to worry about those things
74   instead, all of that real world stuff is dumped on their head and they should be able to focus on the fundamentals of what they are
75   doing. His hope is to restore it to the Wilton he was proud of. He spoke of technology 20 years ago would not last, as it will
76   today, for students there is a lot that can grow into this and it helps foster that love for their school, his appeal is more of an
77   emotional one. Ms. Anzalone spoke of being supportive of this and questioned if ESSER funds could be used toward this or
78   suggesting doing some of it vs. altogether, it is a lot of money. Ms. Waldo spoke of visiting other schools and some did do it in
79   stages starting with sound and renting lighting packages. There are a couple of vendors in our area who rent lighting and teach
80   the students how to run the rented sound system but they are hesitant to do that on the rigging. We could start with sound, rent
81   lighting but you have to fix the rigging and electrical. Mr. McGonegal noted that for sound you don't need to do the electrical for
82   the foundation. Ms. Crotty confirms the lighting portion includes $45,000 for rigging, with the lighting you have to have rigging
83   and electrical done. We would love to start with the sound at $26,000 if nothing else and that is just for the cafeteria side, we did
84   get another quote for the gym, it is a package deal and they come out and install it. The $114,000 is for lighting rigging and
85   rigging inspection, we need. Ms. Lavallee spoke of being in support of this; she remembers the first presentation in 2022 and is
86   glad they have returned. In 2022, they were just looking for support to do the investigation and now you have a starting place.
87   She agrees when she went to school here in the drama club she remembers it being significantly different and it helps the
88   community and students. She asks the committee to work out a timeline and prioritize the projects. The safety issues are
89   important for her and asked how long you foresee this project taking, is it 2 years to split up funding etc. what are the costs the
90   Board needs to look at to add into our budget. She would also like to see some student involvement. It is good to have kids
91   involved so they cannot just participate in raising the funds but feel that pride of working to get this program going. She asked
92   the committee if that is something Ms. Anderson could work on. As a Board, we need solid numbers and a solid timeline to start
93   planning and any grant opportunities that may be available, perhaps Ms. Anderson could research some. The Board as a whole
94   supports it but need solid numbers. Mr. Allen spoke that we have discussed this before, if we will give it serious credence, it is a
95   community committee not a Board committee. We should look at putting a board committee together with maybe a budget
96   committee member etc. and come up with a couple of prices and look to see what we can start on sooner and what can be
97   worked into our budget. Superintendent voiced that back 2022; he recalled the excitement of the performance arts. His
98   experience in HS is it is a place to bring the community together and use if for events. The committee talked about doing
99   alternative fund raising back in 2022 and spoke of creating a community forum and different fund raising beyond grants and
100   budgets. He would like to be part of that conversation about creating that kind of momentum and explore other ways to get the
101   community excited and some ideas of fund raising and corporate support as well. He would welcome having some of the
102   administrators being on the committee. He is in favor of it but has some concerns about the big-ticket items. He is looking
103   forward to seeing some other avenues. We have more kids involved in the drama club than some of our sports teams. We can
104   really make this work with a good vision. Mr. Lavoie suggested the committee look at local electrical companies who may want
105   to help; the cost is mostly labor and some many want to help. He suggested talking to the Amato family who did the Milford
106   Performing Arts Center, they probably have a lot of expertise and knowledge that they can help with and have recommendations
107   on whom to talk with. Ms. Alley noted that she doesn't want the sound system to be lost in the big ticket items. If you are a
108   musician, you want to be heard. It may be wise to separate the need from want. The sound system is needed. Ms. Crotty noted
109   their priority is the sound system but figured since they were doing that they might as well look into all of it. Ms. Lavallee
110   voiced appreciation for all the committee did. It is better for us to have more notice and can plan for it. She questioned how often
111   the committee meets. Ms. Crotty responded they have had only 1 meeting, this is far as they got and do not have another
112   scheduled at this time.
113
114   *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to appoint a Lyndeborough representative and Wilton*
115   *representative from the School Board to attend committee meetings moving forward to help facilitate this.*
116
117   Ms. Lavallee explained we have policies etc. that we need to follow and can help with that to be sure it includes all the
118   information we need. Ms. Anzalone questioned if it would fall under the Strategic Planning Committee and would it make sense
119   to have members from that committee. Ms. LaPlante spoke and thanked the group and is concerned that she heard there are some
120   safety issues we were not aware of. She spoke of an immediate need for the facilities piece and does want that to get lost in the
121   discussion. She wants to be sure Mr. Erb has a chance to understand it and we can fully vet it with the Facilities Committee. Ms.
122   Lavallee noted there is only 1 community member appointed to the Facilities Committee and asked if anyone wanted to join
123   those meetings it would be greatly appreciated. Mr. McGonegal noted we have a fully detailed quote from Sweetwater, he has a
124   detailed spreadsheet with conduits, faceplate plugs etc. We can have it all done by the time school starts, just the sound piece.
125

126   *Voting: all aye, motion carried.*

128   Mr. Allen, Lyndeborough and Ms. Foss, Wilton volunteered for the WLC Performance Tech Committee. Chairman Golding
129   asked if there was any objection to this. None heard.

131   *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to accept Mr. Allen as Lyndeborough representative and*
132   *Ms. Foss as Wilton representative to the WLC Performance Tech Committee.*
133   *Voting: seven ayes; one nay from Mr. Allen, motion carried.*

135   Chairman Golding asked the committee to them know of the next meeting date.

137   Ms. Crotty commented that she looked up ESSER funds and that does allow for tech improvements in the performing arts.
138   Chairman Golding referred that to Ms. LaPlante. Ms. Lavallee noted the Board will have a discussion tonight, pending that
139   discussion if everything proposed for ESSER funds is approved there will be a balance of about $10,000.

141   **V.   ADJUSTMENTS TO THE AGENDA**
142   Superintendent requested to add an FYI new hire IT technician, move the WLCTA Report to the first item under correspondence
143   and add ESSER III funding request to the first item in action items.

145   *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept the adjustments to the agenda.*
146   *Voting: all aye, motion carried.*

148   **VI.   PUBLIC COMMENTS**
149   The public comment section of the agenda was read.

151   Ms. Jennifer Gagnon, Wilton spoke of her son attending MS next year and they don't live far from the school but live on Main
152   Street, somewhere in the bylaws, it is not part of the bus route but she was able to get him on the bus this year. She thinks it may
153   have gone by her house and wants to be sure her son is on the bus next year and wonders how she can do that. She was not sure
154   if this was the forum to ask. The Superintendent was directed to respond. Superintendent informs her that the best thing is to
155   reach out to him and they can talk about the process, we will talk to the bus company and look at the bylaws. The bus mandates
156   us to provided bus stopes based on the number of stops, etc. Ms. Gagnon commented that she had emailed him before. He does
157   not recall receiving this. She was asked her to give him her contact information and they could connect.

159   There were no online public participants.

161   **VII.   BOARD CORRESPONDENCE**
162   **a. Reports**
163   **i. Superintendent's Report**
164   Superintendent confirms the right to know request was the one the Board had received and most district received it. He thanked
165   Mr. Buroker for the work he put into it. We will have the attorney review it to be sure no privacy laws are breached. He was
166   asked if there was a date for paving. Mr. Erb responded they are in the area now and hopefully will start next month. An update
167   on the tennis courts was asked for. Superintendent responded we pulled the poles out and it created another series of issues,
168   including the poles were not in far enough in and the material beneath it is wrong. We are looking at these things and getting it
169   resurfaced. He was asked if given that, would it cost more. He responds that we need to hear from the people who do the
170   resurface work but we won't be playing tennis any time soon at least on these courts. He spoke of a need for space on the 3rd
171   floor at FRES for students who need a place to calm down. It is a quiet space where kids limit their distraction and if they are
172   physically out of control a place, where they can decompress. Part of the need is usually identified in their IEP. He spoke of the
173   issue they had on how to provide this space and one consideration was a staff bathroom. Mr. Erb's idea was a good one, which
174   was to use the custodial space and not use a bathroom, and we would not need to provide extra plumbing. Right now, the only
175   thing holding up the final decision is to make sure the space is adequate and Mr. Pratt will take a look at that with Mr. Erb and
176   reach out to the attorney to be sure the space is adequate. Mr. Allen questioned if this was a legal requirement. Superintendent
177   believes it is because it would be in an IEP, and a last resort. He can confirm if it is a legal requirement and get back to the Board
178   and notes every other school he has worked at have one. Without a space like this, a student may not be able to control
179   themselves. This space is utilized for this purposed. Mr. Pratt spoke to this. We use the calm room for a number of students with
180   emotional dysregulation it is not required. In his discussions with other SPED directors, most schools have some sort of calm
181   area and it works very well for students. Ms. Lavallee spoke from a personal perspective prior to the schools combining, at LCS
182   there was not a lot of space and not one that met the requirements under the law, there are specific requirements if you are using
183   seclusion. The rest of the class had to be evacuated out of the classroom if you needed to address the issue. It is not a legal
184   requirement but feels it is beneficial to the other students if there is a space for those students to go. Questions were raised, does
185   the room have requirements for lighting, furniture, a special window. Superintendent responds yes, it needs to be made safe it
186   cannot be locked from inside and there is a need for visual contact with the student at all times. There are many requirements

187   with a space like this when you have a student who needs it and more likely we are able to keep these kids in our district if we
188   can provide it. A question was raised if there is a need for one at WLC. Mr. Pratt responded there are some guidelines from the
189   state that seclusion can only be used if there is a substantial risk to the child. There are recommendations in RSA 126-U that
190   reference seclusion in schools. We find as students get older the need for a seclusion room becomes less, for the most part they
191   can regulate better and have a variety of spaces at the HS that we can use to calm down and the guidance office does a great job
192   with that and we have staff trained in CPI. Typically, it is the younger students who need it. A question was raised what the
193   process if that pus a child in that room and who is deciding this. Mr. Pratt responded if it is in the 504 and notes it is the last step
194   taken. This is the result of a series of conversations and parental input and it is ongoing. Anytime a student has to do a time out
195   or needs to calm down parents are involved from the get go. Ms. Lavallee spoke of policy JKAA, pages 6-8 speak specifically
196   about seclusion and the law around it and that is what administration has to use when determining if the space is appropriate and
197   staff has to use if intervention is appropriate and it speaks to it being a last resort. A question was raised if this is something that
198   is part of their 504, only utilized in students who have this plan and parents signing off. Mr. Pratt responded, yes and we notify
199   parents immediately. A question was raised if there is a room we have to put them in, is there a point where we just have to send
200   them home. Mr. Pratt responded we would work with administration and if the student could not calm down within a reasonable
201   amount of time the best scenario may be to go home and start fresh the next day. It doesn't happen a lot but it does that a student
202   cannot calm down the parents are more times than not coming to the school to help us as well and making some decisions on the
203   best way to help them. A question was raised if the mental health room could be used for that too. Mr. Pratt responded the best-
204   case scenario is 2 separate spaces, that room is one of the intermediate areas that is used before the calm down room, that is truly
205   the last step in the process.

ii. **Principal's Report**

207   Principal Ronning thanked the arts committee they came to him when they were thinking of doing this and he said go for it. He
208   spoke of his report with regard to all the wonderful things that transpired this year and as we go through the year, we forget the
209   many positive things that happened and that parents will get a copy of it by the end of the week. He informed the group that over
210    $150,000 ended up going to the students here at school between the awards, running start courses, the community colleges and
211   our students have saved or received this amount. In addition to last week, we had the senior potluck dinner and awards, we had
212   graduation, and athletics. We just had a meeting for fall sports to get parents involved and gave them a calendar, which that will
213   go up on the website. He spoke of working with Assistant Principal Gosselin to around and talk about each staff member in this
214   building with positive things and contributions they made to our school throughout the year. He spoke of several teachers who
215   were tenured as this is their 5th year Ms. Emily Hall, Mr. Bill Comerford, Ms. Cathy Blaise, and Melissa Norton. Mr. Lavoie
216   voiced that he is overly impressed with Principal Ronning; he has said a lot of good things to people about him. He is very happy
217   they hired him, he made positive changes at this school needed for learning and the environment overall for students and staff to
218   improve, great job at WLC. Principal Ronning was given a round of applause.

220   Principal Fuller thanked the WLCTA parents and community members for participating at LCS and FRES field day. Seniors
221   came down to FRES to give t-shirts to the 1st graders (with their year of graduation on it). She thanked the PTO for skate nights
222   and all the other offerings they had for our students. A question was raised to clarify the off-site evacuation as it was found out
223   that the Fire Chief had told them they could not use the Wilton Town Hall. Principal Fuller confirms yes, and it was decided that
224   what we did was the best way to do it. She confirms Butler Bus donated the buses, as they wanted to train on it as well. Principal
225   Ronning was there every step of the way. Mr. Allen voiced great job to Principal Fuller this year, he thanked her for always
226   having a smile on her face and a good attitude. Mr. Lavoie seconds that. Chairman Golding commented he loves the idea of the
227   seniors handing out the t-shirt but would like to see our cricut doing it and make them one size. Principal Ronning noted that has
228   already been decided to do.

iii. **Curriculum Coordinator's Report/Data Presentation**

230   Ms. Dignan reviewed the agenda for the presentation (a copy can be found with these minutes). The presentation has been
231   broken up in 2 parts. Tonight will be grades 6-12. She reviewed the PSAT timeline. In 2022 the average SAT scores for the state
232   was 1007 and WLC was 914, 2023 average for state was 996 and WLC was 892, in 2024 average for state is 990 and WLC is
233   1003. There was a 12% increase in average scores from 2022-2023. We have increased our scores overall by about 90 points.
234   We can attribute that to the work that is being done. Students are getting personal lessons in Khan Academy, W.I.N., information
235   night for SAT and PSAT and offered free online tutoring in math and reading. She reviewed state and district SAT data, our
236   average score is higher than both the state and nation. The nation decreased an average of 10 points last year. We increased by
237   about 90 points again. Historical data as far back as she could go, 2018 shows this is the highest score we have seen since 2018
238   and is really worth celebrating. Reading and math 2024 our average score continues to outperform the state and nation and
239   increased our score by about 30 points from 2022 and about 60 point from last year. Math 2024 we have increased our average
240   score 14% from 2022. She reviewed iReady testing windows and reviewed the scale. In 10th grade math students in the deep red
241   (students 3 or more years below grade level) decreased. This shows our most struggling learners are seeing improvements. The
242   W.I.N, Khan Academy, SAT prep and heavy focus on math can be attributed to that work. The 9th grade math shows a 10%
243   decrease in students 3 or more levels below in math. The 8th grade iReady math increased 20% of those on or above grade level,
244   the black line is the trend line. The 7th grade iReady math decreased 13% in those 2 and 3 or more grade levels below. The 6th
245   grade shows a 14% increase in those on or above grade level. Grades 6-8 iReady math are out performing the state and nation
246   across the board. She notes she was in training today and our MS was one of the most talked about in the training because a lot
247   are falling off in MS. We are doing really well with our scores. A question was raised how in 6th grade did we gain students that
248   are 3 grade levels or more behind. She explained the rigor of the assessments ramp up at the end of the school year. They start
249   getting questions for the next grade level and the system is intuitive based on how you answer the questions. Principal Ronning

250   noted we take that into consideration. In the spring they did NHSAS science, now all the iReady reading and math and NHSAS
251   all in the month of May. On any given day a student may fall short and that is why we don't take just one, we take them all into
252   consideration. Superintendent asked her to speak about a student being behind and moving into another color on the grid, they
253   are meeting the requirements for the current grade they are in and that is important to note. Ms. Dignan explained students who
254   are 2 or 3 grades behind have to make up more work than their peers do, they are almost double-timing. A question was raised if
255   a student is 2 or more years behind and moving to the next grade, will we always see them behind. As example, if a student has
256   trouble in the 5th grade, and they are moved to 6th when they already are having trouble. Ms. Dignan explained that is part of
257   W.I.N. they get their 6th grade instruction but also have 5th, they are double-timing. Getting instruction on what they need and the
258   plan is to close that gap. A question was raised if we are winning here or is there a time when you say you should stay back. Ms.
259   Dignan responded looking at the data, no, we are moving students more than 1 grade level. Overall, she thinks we are and the
260   data shows we are. We are always looking at what else can we do and how can we close the gap. It was noted we spend a lot of
261   time on what we are winning at but we also need to talk about the other stuff. A comment was made that the trend is students are
262   getting better but are there students getting worse? Ms. Dignan confirms yes, some went down in the 9th and 10th grade. Students
263   are not losing skills but are not showing that the skill on that day. Superintendent voiced the key is for us to look at a basket of
264   data points. If we see a student in green and gets c's in class need to dig further to find out why there is a disconnect. Sometimes
265   that happens with AP students. We have to look at the entirety of it. Some kids have lack of support at home and we need to find
266   ways to overcome the barriers. I think the key is to look at the bulk of kids we are supporting. It is targeting the skills they are
267   behind in. What we are doing is the right think which is paying attention to it. There are schools that don't use data and he thinks
268   there is too much of that in education. We knew we needed to dig into it. He likes where we are headed. That red gap is still a
269   red gap. That is 1 out of every 4 kids that is behind. That is still a significant battle. Ms. Dignan confirms you can dig into one
270   students profile and find the type of math they are having a problem with. It is amazing, that is what MyPath lessons are for,
271   questions are selected from the way they answer these tests. A question was raised if we have kids 2-3 grades behind are we
272   holding them back and not pushing them forward. Superintendent responded it is about data points; the research is not strong on
273   keeping kids back socially or academically. When they are young is when you see the deficiencies, it gets tricky in HS you may
274   be behind in math but advanced in English. The data in MS does not support keeping kids back; he thinks they become more
275   detached from school. Principal Ronning spoke about taking a math test but in reality, it is a reading test. We focused on final
276   exams and rigor and the type of questions, they should be similar to what they see in iReady and NHSAS. The reason is to be
277   sure they understand what the questions are asking. It is almost the end of the year and staff is asking how to meet the individual
278   needs of students next year and in regard to final exams, if they didn't do well, why and are there certain areas they did really
279   well. Some fell short and that itself helps staff to determine how to move forward. Mr. Allen questioned if kids can really make
280   up 2-3 grades in 2 years and do we ever tell them they can't graduate. He doesn't see the benefit of giving a diploma, if we are
281   not holding them back because there is no benefit. Ms. Dignan explained these are not competencies; these are state standards
282   that these are built on. Competencies are classroom work. They have to prove they are competent in the competencies to
283   graduate. It was noted it does not show students who have IEPs. They have to show they are competent but may not be great test
284   takers, some are both, and we don't see how they are performing in the classroom. Ms. Dignan noted we are so small that pulling
285   out that data would be identifying. Ms. Foss spoke of being in education for many years and holding them back will not help,
286   what helps is teaching them strategies they can consistently use. That is why you have competencies and can learn in a situation
287   and develop a skill to help them in the real world. Discussion continued including as a parent the need to see which part of it the
288   student is failing in or having trouble with so that they can work on it. Ms. Dignan explained on the parent report there are
289   domains in reading and math and the same colors you see on these graphs. You can also ask teachers for specifics and ask about
290   next steps. She gave examples. They can continue their work in iReady through July at home as well. Mr. Allen noted he emails
291   the teachers and they will give him a list of websites or recommend a book and give homework over the summer. Ms. Dignan
292   continued with the presentation. The grade 10 iReady reading scores increased 3% on or above grade level. The 9th grade reading
293   increased 3% on or above grade level from fall to spring, same as before. The 8th grade increased 6% on or above and decreased
294   in 3 or more grade levels. The 7th grade had a 9% increase in on or above grade level. The 6th grade shows a 6% decrease in 2
295   and 3 more grade levels. In 6-8 iReady grade reading, we are outperforming the state and nation. NHSAS math data is very
296   preliminary data, the ELA is not out yet and not expected until at least mid-June. NHSAS is the statewide assessment system.
297   She reviewed some historical data, class of 2027 this is the percentage of students proficient; prior to the pandemic we scored
298   below and are slowly gaining. In math, class of 2028 we are out performing or very close to the state, class of 2029 the
299   percentage of students proficient increased by 4%, they are starting to regain some of the skills. In math, class of 2030 they are
300   pretty consistent, scoring above or around the state average of proficient. She reviewed some ELA data, which does not have this
301   year's data yet. Class of 2027, consistently above state average, class of 2028 consistently above state average, class of 2029
302   close to or above state average. She reviewed the things we wanted and said we would do and then what we did including
303   iReady training, tailored support, streamlined the evaluation process to focus on effective teaching practices, data meetings 3
304   times a year, continue to vet and develop curriculum and targeted interventions at WLC and we had a vocabulary book study.
305   Principal Ronning spoke of what they have done. WLC is offering a personal finance elective, final exams mean something,
306   continue to challenge and push students. We have an after school homework club and W.I.N., looking at units that can work
307   together, doing your academic best, using PLC model and digging deep, how can we use the data to best move our school and
308   motivators for students and celebrating students doing well, celebrating students who are challenging themselves. When they
309   work hard, we need to be sure to recognize it. He spoke of the rigor being higher in the fall and could see scores drop. At WLC
310   we have been offering SAT math and tutoring math and ELA and there only a few seats taken. It started in November after we
311   held a parent meeting. We had 15 slots and didn't fill them. We will continue to offer it and hope more students will come. A
312   question was raised if personal invitations were given. Principal Ronning responded we are always having conversations with

313 students and parents and do ask parents if the student can stay afterschool for study etc. so yes. Ms. Dignan reviewed the bonus
314 data. How much progress students are making K-8 math, the slide shows the bar on the left is progress toward typical growth,
315 that is the median growth of the middle student. Our student made 100% growth, which is huge. The red striped bar (3 or more
316 grade levels below) on the right has 7% our students falling into that range which is down from 11%. It shows how we are
317 moving our students. Two grades below shows 8% of the students, down from 15% in the fall and 1 grade below shows 34% of
318 the students down from 56%, etc. Kindergarten-8th grade reading shows annual typical growth the middle student made 121%
319 growth, on the right graph 3 or more grades below shows 5% and started at 9% in the fall, 2 or more grades below shows 7%
320 down from 17% and 1 grade lower shows 20% from 36%. We have made huge gains in reading and math this year. She
321 reviewed the slide "does typical growth vary with instruction usage, by baseline placement" using MyPath, students are getting
322 personalized lessons. In this graph, for math the first 2 bars are students who started the school year on or above grade level. For
323 those students who spent 1-29 minutes per week the median students made 87% of their typical growth goal. The middle graph
324 shows for students one grade level below who spent 1-29 minutes per week the median students made 99% of their typical
325 growth goal and the last shows students 2 or more grade levels below who spent 1-29 minutes per week made 91% of their
326 typical growth goal. The last section shows students in the same scenarios who spent 1-30 minutes per week the first group is on
327 or above grade level made 104% of their typical growth goal, the second group is one grade level below made 108% and the
328 third group two or more grade levels below made 118%. It is actively engaged time that counts, it doesn't count if they stop and
329 talk to someone, it is only active time that is counted. In reading it is the same graph and scenarios, 1-30 minutes per week the
330 first group on or above grade level made 82% of their typical growth goal, the second group one grade level below of students
331 who spent 1-30 minutes per week made 129% of their typical growth goal and the third group 2 or more grade levels below
332 made 142% of their typical growth goal.
333   **iv.**   **WLCTA Report**
334 Ms. Kudlich and Ms. Rosana were presented and reported:
335 **WLC:**
336 - We are taking final exams; there will be fun activities tomorrow and Thursday.
337 - Teachers will be running study blocks to prepare students for upcoming finals during second ½
338   of exam days (2 exams per day + 2 study sessions)
339 - Fun activities will be running 6/12 and 6/13 for students who do not need to remediate/recover competencies
340 - Bill Comerford did a great job organizing and running Senior Project Extravaganza.
341 - Stephanie Erickson took her AP Environmental kids on a field trip to Odiorne State Park to clean up on May 31.
342 - WLC's concert went really well, Taryn Anderson was recognized for that.
343 - More music news: due to our growing band program, Tonestro, a company for virtual music lessons, donated 40 free
344   vouchers for 3 months of online music lessons! 30 WLC students and 10 students from FRES will be getting these
345   vouchers to help them practice their instruments over the summer. This is a great opportunity for our musicians to get some
346   extra help with their instruments over the summer. Reach out to Taryn Anderson with questions!
347 - Sophomore class selling drinks at graduation; all proceeds will be used for prom next year
348 - Thank you to the students and parents who donated time and/or drinks to sell, and to community members who donated to
349   the class of 2026!
350 - MS Field Day is scheduled for June 12th; planning was spearheaded by Melissa Norton & Joe Sullivan
351 - Teachers wanted to thank both the board and administration for overall really great year.
352 - Teachers appreciate the support from administration & school board regarding increased rigor and accountability
353 **FRES & LCS:**
354 - Field day is June 7th, thank you to the PTO and all the family members who volunteered to make it a great day!
355 - Step Up Day was June 4th. 5th graders went to WLC to take a tour and meet teachers. Kindergarten came to FRES for a
356   tour, meet and greet, and an extra fun music class!
357 - Fifth grade went to Canobie Lake for a field trip June 5th. Second grade went to Odiorne Park and the Seacoast Science
358   Center on May 31st.
359 - Everyone got through the final round of I-ready and state testing! Teachers took time to analyze data to help set up next
360   year for success, and have been building class lists based off comprehensive analysis of students' strengths and needs.
361 - Fifth grade graduation will be June 12th, and the Community Vs Fifth grade Kickball game will be that evening. WLCTA
362   will be there selling drinks and thinks the PTO will be selling some items.
363 - We are so grateful for the Board's and the community's support this year, particularly with approving our new contract that
364   introduces meaningful change to our professional environment. Many teachers have said they are staying because of the
365   changes made. Thank you for listening. Many teachers are preparing to work in summer school, attend professional
366   development, and spend time developing curriculum this summer to further support our learning community. Even though
367   school is out in a day and a half, we are excited about next year.
368
369 Ms. Lavallee thanked all the teachers and all the staff in the schools for a great school year, we are in the last week and she is
370 grateful for all they have done. She has seen the growth in all 3 schools. She appreciates the lifelong learners and teachers who
371 stay in the summer to help those kids who need an extra boost and hopes you get some time to enjoy yourselves and your family
372 over the summer. Mr. Allen echoes that and has been incredibly impressed with how some teachers have one out side of the box
373 working with the towns and letting students experience things outside of these walls and the more we get the community
374 involved the more they learn. Mr. Lavoie thanked the teachers for all they do. He thanked them for the compliments you gave

375 the school board, he thinks we have a good working school board now and thinks it is filtering down to administration and the
376 test scores are improving, and we are seeing the new contract has made this a destination for your colleagues. We are an up and
377 coming school district and should be proud of it. Thank you.
378
379 **VIII. GENERAL ASSURANCES FY25**
380 Members received a copy. Ms. LaPlante reviewed this is formality that we have to do and put into the minutes that we have read
381 and approved the general assurances.
382
383 *A MOTION was made by Mr. Allen and SECONDED by Ms. Lavallee to accept and approve the General Assurances.*
384 *Voting: all aye; motion carried.*
385
386 **IX. POLICIES**
387 **a. Readopt DFA-Investment Policy**
388 Ms. Lavallee reviewed that she provided a document regarding the changes to these policies and other helpful information. This
389 will be posted on the website as well. Policy DFA is adopted annually (per policy) and this is the annual adoption.
390
391 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to readopt policy DFA-Investment Policy.*
392 *Voting: all aye; motion carried.*
393
394 **b. 1st Reading**
395 **i. EEA-Student Transport Services**
396 Ms. Lavallee reiterates she provided notes indicating why there are changes it is respectfully submitted. Ms. Anzalone asked if it
397 is a policy that we have to provide transportation within a number of miles. Ms. Lavallee responds it is the law. We do have that
398 within our policy EEA as well because it the minimum standards. This policy EEA, she worked with Ms. LaPlante and rewrote
399 it. She notes the transportation policies are extensive and had many changes. Ms. Anzalone referred to the parent question
400 earlier, is there a reason we would not provide transportation. Superintendent responded we always do, the bus company has a
401 different set of expectations, and we can't pick up at every house. It may be a group of kids (at a stop), if there is no sidewalk to
402 walk on etc. In this case came up a year ago and she reached out to the Principal and the accommodation was made. It does not
403 always happen this way. He believes he has had 5 bus issues and they were solved amicably. This was not an issue just a
404 miscommunication. Some kids do not have a safe place to walk. There was a situation that we made an adjustment where there
405 was no sidewalk and we picked up 3 kids at one spot. Steve Brown was always good about this and Butler has been as well. It is
406 usually tied to safety. Ms. Lavallee referred the group to section b. which she read, it refers to EEA-R is not a standard policy
407 that all districts have we thought it was good to have and are looking to start doing that so there is a process to follow. We did
408 not have this previously are looking to start it. We have the 2 mile caveat because it is the legal requirement, we don't want to
409 box ourselves in having to provide transport if it is not possible. We want it open to look at those individual cases if we want if
410 within that 2-mile range. Ms. LaPlante added student safety supersedes all. We would look at the route to determine if it was safe
411 to walk. It was noted there is a whole form that needs to be completed by administration and that gets into why the request is
412 being asked and they need to evaluate all of those points to see if it is unsafe and if so it is up to us to make sure they can get to
413 school safely. Policy EEA will return for a second read. If there are no changes at that meeting, she suggests it be adopted. She
414 asked for any questions or comments regarding EEA. None heard.
415 **ii. EEA-R Procedure for Requesting Bus Stop Change**
416 Ms. Lavallee reports, other districts do use this and that is how we developed it. She asked for any questions or comments. None
417 heard. This will return for a second read. She recommends if no changes at the 2nd reading that it be adopted.
418 **iii. EEAE-School Bus Safety Program**
419 Ms. Lavallee asked for any questions or comments. None heard. This policy will return for a 2nd reading. She recommends if no
420 changes at the 2nd reading that it be adopted.
421 **iv. EEAE-R Safety Guidelines for Parents/Guardians of Students Using School Buses**
422 Ms. Lavallee reports we felt it was important to have this so that parents know the expectations. She asked for any questions or
423 comments, none heard. This will return for a second read. She recommends if no changes at the 2nd reading that it be adopted.
424 **v. ECAF-Audio and Visual Surveillance on School Buses**
425 Ms. Lavallee asked for any questions or comments. None heard. This policy will return for a 2nd reading. She recommends if no
426 changes at the 2nd reading that it be adopted.
427 **vi. JICC Student Conduct on School Buses**
428 Ms. Lavallee asked for any questions or comments. None heard. This policy will return for a 2nd reading. She recommends if no
429 changes at the 2nd reading that it be adopted.
430 **c. Withdrawals**
431 **i. EBCE-School closings**
432 Ms. Lavallee reviewed that we will look to update a policy to include parts of this one.
433
434 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Lavoie to withdraw policy EBCE-School Closings.*
435

436	Mr. Allen questioned if there is anything in her that we should have and any reason to do it before we have the other. Ms.
437	Lavallee responded she was getting ahead of it, we are not required to have it and it is already in practice. It is on the list for
438	withdrawal and given that we have so many the committee felt, it should be done now so it is not forgotten.
439	
440	*Voting: all aye; motion carried.*
441	
442	ii. **GBA-Equal Opportunity Employment**
443	Ms. Lavallee reviewed this is incorporated into to policy AC it was just never withdrawn.
444	
445	*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy GBA-Equal Opportunity Employment.*
446	*Voting: all aye; motion carried.*
447	iii. **GBCD-R-Technical Assistance Advisory School Employee Background Investigation, Including**
448	**A Criminal History Records Check**
449	Ms. Lavallee reported this is incorporated into GBCD.
450	
451	*A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to withdraw policy GBCD-R-Technical Assistance*
452	*Advisory School Employee Background Investigation, Including a criminal History Records Check.*
453	*Voting: all aye; motion carried.*
454	
455	iv. **JFA-R-Technical Assistance Advisory-Residency**
456	Ms. Lavallee reported there is nothing in this policy that is not addressed in the RSA. It is being recommended for withdraw and
457	additional language is incorporated into JFAB-Homeless Students.
458	
459	*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy JFA-R Technical Assistance Advisory-*
460	*Residency.*
461	*Voting: all aye; motion carried.*
462	
463	v. **JICC-R-Student Rules and Conduct On The School Bus**
464	Ms. Lavallee reports this is incorporated into policy JICC.
465	
466	*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy JICC-R-Student Rules and Conduct on*
467	*the School Bus.*
468	*Voting: all aye; motion carried.*
469	
470	vi. **EEAEC-Student Conduct On School Buses**
471	Ms. Lavallee reviewed pertinent content is contained in policy JICC.
472	
473	*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy EEAEC-Student Conduct on School*
474	*Buses.*
475	*Voting: all aye; motion carried.*
476	
477	vii. **EB-Safety Program**
478	Ms. Lavallee reported administration is researching all the safety programs and the committee found that the Policy Committee
479	recommended withdrawing this one years ago. NHSBA does not have this policy; their EB is a completely different policy.
480	Administration will do an overhaul on these and will bring them forward to the Board. The committee felt it was ok to go with
481	the committee's original recommendation of withdrawing it.
482	
483	*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy EB-Safety Program.*
484	*Voting: all aye; motion carried.*
485	
486	viii. **JHCI-Concussion Policy**
487	Ms. Lavallee it is now JLCJ Concussions and Head Injuries.
488	
489	*A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy JHCI-Concussion Policy.*
490	*Voting: all aye; motion carried.*
491	
492	ix. **JHCI-R-Information Sheet For Parents/Student-Athletes-Concussion And Head Injury**
493	**Information Sheet**

494   Ms. Lavallee reports this is the information sheet for parents and is incorporated into policy JLCJ.
495

496   *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy JHCI-R- Information Sheet for*
497   *Parents/Student-Athletes-Concussion and Head Injury Information Sheet*
498   *Voting: all aye; motion carried.*

499   **x.   JKAA-R-Procedures On Use Of Child Restraint And Seclusion**
500   Ms. Lavallee reported pertinent information is incorporated into JKAA.
501

502   *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to withdraw policy JKAA-R- Procedures on Use of Child*
503   *Restraint and Seclusion.*
504   *Voting: all aye; motion carried.*
505

506   Mr. Allen thanked the Policy Committee for all the work they do.
507

508   **X.   ACTION ITEMS**
509   - **ESSER Funding Proposal**
510   Ms. LaPlante handed out the proposal and will be posted on the website. She notes Superintendent Weaver did a fantastic job
511   working with colleagues to figure out what we can do with these funds. She reviewed the items requested.
512   - Replace long café tables with round tables at LCS and WLC-not to exceed $35,000. Promotes student collaboration and
513   student wellness, qualifies for SEL activity.
514   - Replace dilapidated desk/chairs in WLC library with square tables/work spaces-not to exceed $10,000. This is to help
515   promote collaboration amongst students and qualifies for an SEL activity.
516   - Advanced training on math program at FRES-not to exceed $25,000. Two trainers for two focus groups grades K-2, 3-5.
517   This is probably a high number as it depends on how many teachers we get. It will maximize the knowledge of math
518   curriculum to better address math-specific learning loss.
519   - Replace classroom furniture in 3 1st grade classrooms-not to exceed $10,000. Current tables are not conducive to
520   collaborative learning; this will promote collaboration and student wellness. It qualifies for an SEL activity.
521   - MS teacher retreat-not to exceed $5,500. MS teachers will meet to review student data, develop daily schedules to maximize
522   learning loss opportunities (W.I.N. Block) and develop methods to fully support and get students what they need in
523   response to learning loss.
524   Ms. LaPlante reports if we get Board support we would like to pursue these projects and that would leave about $10,000 if we
525   fully execute these projects. Ms. Lavallee voiced appreciation for doing this, she is thankful for the work that was put in
526   researching this and using the money on qualifying projects.
527   Ms. Anzalone asked regarding the advanced training is it a professional development day. Ms. LaPlante responded we would
528   pull them in on a summer day, pay their per-diem rate in accordance with the CBA. Ms. Anzalone asked if we would be able to
529   get them all to come in. Superintendent responded that's the hope but will see. The maximum is 40 teachers; at minimum, we
530   want all the MS teachers and brand new teachers from 1-6 years. The teachers who have been here for some time although we
531   would love to have them attend; we really want the new teachers. The stipend will go a long way to get them coming in, we felt
532   having professional trainers is the right approach. Ms. Anzalone asked if the trainers charge a flat rate and are we better to wait
533   to do it during the year to get all the teachers. Superintendent responded we thought of that too and wanted them to have it to
534   start school with also the number of PD days are less and they are starting to fill up. He is thinking of doing it mid-August when
535   they are starting to prepare for returning. Ms. Lavallee noted when we get an update and firm numbers and know how much is
536   remaining is there anyway the sound system would qualify. Ms. LaPlante will confirm with our ESSER partner at the state if the
537   projects are allowable. The tech projects are geared toward students and how they are receiving their instruction such as how
538   they are accessing their Wi-Fi. That is what she is seeing or ways to target learning loss or how to learn more efficiently.
539

540   *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to accept all 5 proposals for ESSER funding as written.*
541   *Voting: all aye; motion carried.*
542

543   **a.   Approve Minutes of Previous Meeting**
544   *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to approve the minutes of May 28, 2024 as written.*
545   *Voting: six ayes; two abstentions from Mr. Zavgren and Mr. Lavoie, motion carried.*
546

547   **b.   Photocopier/Printer Lease**
548   Ms. LaPlante reviewed we lease all our copiers and printers; the lease is ending. We put it out to bid, and provided the results of
549   the bid**.** She is requesting support to enter into a 5-year contract with Toshiba, which will have a $25,000 savings over 5 years.
550   She will answer any questions the Board has about the process, none heard. She is requesting 2 motions to move forward, 1 to
551   approve the lease with MST Government leasing, that is a requirement as it is tax exempt and the other is to authorize the
552   Superintendent to act on the Boards behalf executing any required documents.
553

554 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to hereby move that the Board approve the proposed tax-*
555 *exempt lease with M.S.T. Government Leasing, LLC, for the purposes of refinancing, and funding photocopy equipment leases*
556 *including consultant fees, and related costs of issuances of such leases in an amount not to exceed Eighty-One Thousand Six-*
557 *Hundred Forty-One dollars and Sixteen Cents ($81,641.16) and an interest rate of 5.94% per year*
558 *through August 1, 2029.*
559 *Voting: all aye, motion carried.*
560
561 *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to hereby move that the Board authorizes the*
562 *Superintendent to execute and deliver the tax-exempt lease with M.S.T. Government Leasing, LLC, on such terms and conditions*
563 *discussed and provided to the Board and to execute and deliver any such documents required to execute the contract with*
564 *Specialized Purchasing Consultants, Inc.*
565 *Voting: all aye, motion carried.*
566
567 **c.   Scholarship Payment Protocol**
568 Ms. LaPlante reported our district is a recipient of an education trust fund from Grace F. Tuttle and Leroy V. Tuttle. This came
569 before the Board as a heads up February 2022. There was $100,000 left in principal, we can only access the income from it,
570 which is standard language with many trusts. The trust document says it is awarded to a resident of Wilton to enable them to
571 secure college or professional education and does not specify any payment criteria it just says with respect to any awards may be
572 made directly to any individual, assurances shall be received by the school board at the time of each payment to any recipient if
573 the recipient is still enrolled in school, She spoke to the Wilton Trustee of the Trust fund and we have both have a concern
574 cutting the check directly to an individual because we can't guarantee that person is going to use those funds as the donor
575 intended and that puts us at risk to have to pay that back. In speaking with the trustee of the trust fund, we propose that the Board
576 adopt a payment protocol that essentially says the payment goes directly to the recipient's college or educational institution in
577 the 2nd semester of their higher education upon recipient of satisfactory documentation that the recipient is still in school. What
578 this says is after the 1st semester, they have done a good job, we get something from the institution saying they are still enrolled
579 for the 2nd semester and we cut the check directly to the education institution. She is looking for the Board to accept the protocol
580 so that trustees of the Trust fund on the Wilton side know what our intention is. A question was raised who picks who it is
581 awarded to. Ms. LaPlante responded guidance handles all of that.
582
583 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen that Payment will be made to the recipient's college or*
584 *educational institution in the second semester of their higher education upon SAU 63's receipt of satisfactory documentation that*
585 *the recipient is still enrolled in school.*
586 *Voting: all aye, motion carried.*
587
588 **XI.   COMMITTEE REPORTS**
589 **i.   Facilities**
590 The meeting had been cancelled; a report will follow after they meet.
591
592 **XII.   RESIGNATIONS / APPOINTMENTS / LEAVES**
593 **a.   Resignation-Carolyn McEntee-LCS Personal Care Assistant**
594 Superintendent reviewed the resignation.
595 • **FYI New Hire-Marisa Abasto-WLC IT Technician**
596 Superintendent reported a new hire in the IT department.
597
598 **b.   Appointment-Paige Lusczyk-WLC HS Math Teacher**
599 Superintendent reviewed the nomination for HS math.
600
601 *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to appoint Paige Lusczyk, WLC HS math teacher, salary of*
602 *$46,000 Bachelors, Step 1.*
603 *Voting: all aye, motion carried.*
604
605 **c.   Appointment-Amber Brewster-WLC Reading Teacher**
606 Superintendent reviewed the nomination for a reading teacher.
607
608 *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Foss to appoint Amber Brewster, WLC reading teacher, salary*
609 *of $49,000 Masters, Step 1.*
610 *Voting: all aye, motion carried.*
611
612 **XIII.   PUBLIC COMMENTS**
613 The public comment section of the agenda was read.
614

615 Mr. Patrick Popores, Wilton spoke regarding the calm room. He thanked the Board for providing this. He is in support of it and
616 spoke of his personal experience. He notes it is one of the coolest things he has heard that schools are doing for these kids.
617
618 There were no members of the public online.
619
620 **XIV.   SCHOOL BOARD MEMBER COMMENTS**
621 Mr. Allen commented there is a lot of good stuff happening and he appreciates the time and effort administration puts in. It has
622 been a good year overall, good progress as a district. School Board, teachers, staff and students seem to be happy. We have seen
623 some good scores, it's a good year overall.
624
625 Mr. Zavgren echoes Mr. Allen's comments.
626
627 Ms. Anzalone also agrees with Mr. Allen. She thanked all the teachers for all the work they put in this year. She thanked Ms.
628 Kudlich and Ms. Rosana, it was great working with them on the Negotiations Committee, and it was a great experience. She
629 gave a shout out to Mr. Comerford. Every Wednesday he does extra work with the kids, he is very proactive. He does a lot and is
630 proactive about reaching out to parent and anticipates questions she may have.
631
632 Mr. Lavoie spoke about the PTO; many of the members are expected to retire. Kudos to them! Good job with ESSER, it is nice
633 to see we found a way to use those funds. He spoke of the vetting process for parents who want to chaperone. He was asked to
634 speak to this from some members of the public. He asks that administration keep an eye on that. He understands fingerprinting
635 can take 2-8 weeks depending if the state is backed up. He is sure there is a logical answer and you don't have to speak to it. Ms.
636 LaPlante did want to speak to this. She voiced in the business office; we are doing all that we can do to get those out. We need to
637 do a more proactive approach next year. The schools do a great job to introduce it, the time to do it is not 2 weeks before the trip
638 to get it to us. She noted it could sometimes take up to 10 weeks. Superintended added if those parents want to reach out to me,
639 we have a caveat and sometimes we know a trip may be planned last minute, we permit volunteers to go they just cannot be
640 alone with students. We allow the chaperones to go as well. Ms. LaPlante added that is the exception and not the norm.
641
642 Ms. Lavallee thanked Mr. Popores, who took the time to sit through the meeting; it is a very long one and she appreciates that.
643 What she is most thankful for the fact that when we sit up here as a Board and talk about data and the law and logistic of running
644 the district and because of that some of the personal impact is forgotten or we don't always look at it. She tries not to speak
645 about her personal experiences because as a board member, she represent all kids but to hear you speak tonight was very nice
646 thank you for that.
647
648 Ms. Foss commented she agrees with Ms. Lavallee, there are not a lot of parents who would sit here through the meeting and
649 speak about their personal experience. She thanked the administration team and everyone with SAT stuff. It is not easy to
650 students to take those tests seriously and even if they have the skills, it is not always easy to show it on these formal tests.
651
652 Ms. Alley thanked Mr. Popores for coming in, it helps us decide and understand what is needed and especially sitting through
653 our entire meeting, which is long. She congratulated all the graduates, 8th students moving up and 5th grade going to 6th grade.
654 She gave a shout out to Mr. Chenette for staying after school tutoring, Ms. Brewster, for the help with IEP's and things like that
655 it is amazing.
656
657 Chairman Golding commented graduation was fun; he always enjoys throwing out his 2 cents with a little speech. The past 2
658 years have been great. He thanked the Performance Tech Committee it was a good presentation. Hopefully we can get some
659 good work done. Thank you to Mr. Popores for your comments we appreciate that.
660
661 **XV.   NON-PUBLIC SESSION RSA 91-A: 3 II (A) (C)**
662 *A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to enter Non-Public Session to review the non-public*
663 *minutes RSA 91-A: 3 II (C) at 10:17pm.*
664 *Voting: via roll call vote, all aye, motion carried.*
665
666 **RETURN TO PUBLIC SESSION**
667 The Board entered public session at 10:21pm.
668
669 **XVI.   ADJOURNMENT**
670 *A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to adjourn the Board meeting at 10:21pm.*
671 *Voting: all aye, motion carried.*
672
673 *Respectfully submitted,*
674 *Kristina Fowler*
675

WLC Performance Tech Committee

Proposal for Lights and Sound

Who are we?

Our committee consists of Parents, Teachers and Community Members who would like to see WLC's performance technology equipment upgraded.

- Ariel Crotty, parent
- Mindy Degan, parent
- Patrick Popores, parent
- Delvis Javier, parent
- Taryn Anderson, music teacher
- Mike McGonegal, community member
- Deborah Waldo, community member

Our mission

We are a group of parents and community members dedicated to supporting the arts in our school. The Committee believes that improved sound and lighting at WLC would enhance and improve student and civic events, would expand vocational options for students in the performance tech field, and would place WLC as a hub for community and student performances that would enrich us all.

Why are we here?

We need new performance tech, specifically lights and sound.

- Current system is old and doesn't work properly or completely.
- During performances you cannot hear everyone because there are a limited number of head mics
- There are currently only 2 speakers in the Cafeteria
- The rigging and lights are not safe enough for the kids to handle
- There are only rudimentary spot lights at the front of the stage, so kids standing in mid/back stage are in the dark
- With small instrumental groups you cannot adjust the mics and speakers to balance the sound from each performer

———

Students tell their story

"I wish my family could hear us so my dad and grandparents would want to come."

"If we were confident that people could hear us, we could concentrate on our lines and music and be proud of our performance."

"I would like to learn sound and lighting tech, but the lighting is too dangerous for student techs."

"If we could hear from backstage, we could listen to cues and improve!"

"I constantly worry that the microphone is going to cut out during my performance"

Community members tell their story

"I wish I could reliably hear what is going on in meetings (Select Board and Planning Board) so I could better understand what is going on and give my input."

"I wish the music would not cut out so I could really enjoy the event."

"These kids are so talented but it really takes away from the whole performance when you can hear or see them clearly"

Current Sound System

Issues :

- Sound cuts out
- Not all mics work
- Soundboard is outdated
- Brackets Jerry rigged

Current Lighting System

Issues:

- Lights get very hot and gels can burn out
- Unsafe rigging
- ½ circuits on lighting board don't work
- Extremely limiting based on today's standards

Clips from shows

Chorus in the dark

Bad lighting during drama club performances

How will this benefit the kids?

- We want the kids to be proud of themselves, succeed and have a love for performing arts for the rest of their lives.

- Foster community involvement within the school and start a Performance Tech Club.

- It's not just for the kids in Drama Club, this presents opportunities for any kid who wants to get involved.

- To provide a career path for students interested in performance technology.

- The school would maintain a competitive edge to keep kids in the district and attract new students from neighboring districts.

- Foster a creative environment where the students have a myriad of tools at their fingertips

How will this benefit the community?

- By opening the Performing Arts Center to the community the school can raise money
- There are a lot of musicians in this town; let's embrace this and let them play.
- We can use this as a catalyst to inspire other student and community groups to explore their options and interests and share them with the school.

New performance tech would help more than the drama club!

- Penny Sale
- Pep Rallies
- Basketball/Volleyball games
- Chorus/Band Concerts
- Battle of the bands
- Mrs. Clark's fashion show
- School assemblies
- Dance team performances
- School Dances
- School and extra-curricular fundraisers

- Town meeting
- Open Mic nights
- Community concerts/lectures
- Paneled discussions
- Artists in residence
- Touring bands/musicians

Let's Talk Numbers

- Sound System for Cafe – $26,000

- Sound System for Gym – $14,000

- Lighting System for Cafe – TBD

Here's the catch...

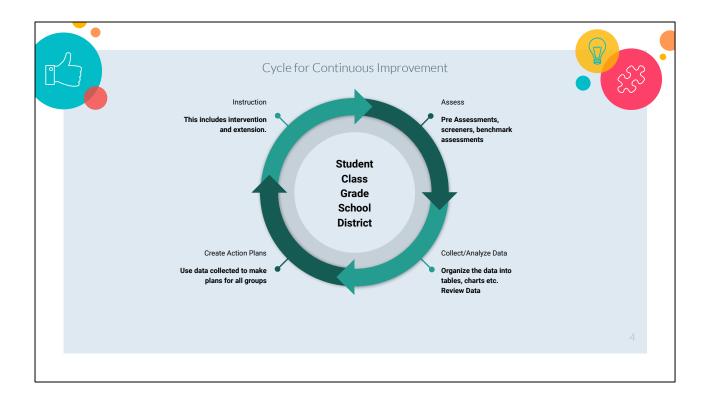There needs to be considerable foundational work on our stage:
- The rigging for the lighting and the curtains needs to be replaced. Numerous contractors have indicated that they cannot install new lighting on the existing rigging.
- The new lighting requires cleaner power than can be provided by the old Federal Pacific panel. A new, smaller panel will be required, along with numerous new outlets.

Thank you for going on this journey with us!
Or at least considering it...

Spring 2024:
Grades 6-12
Data
Presentation

"Big things don't always happen with a leap. Big things happen when we take the next best step over and over again."
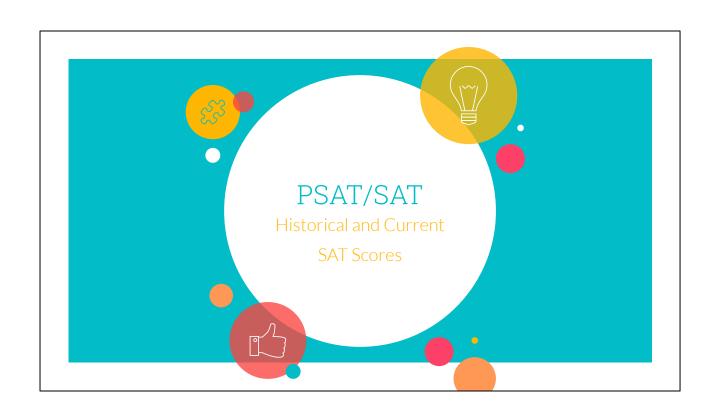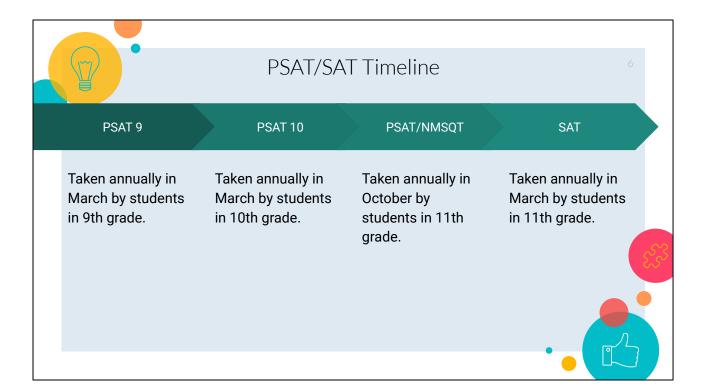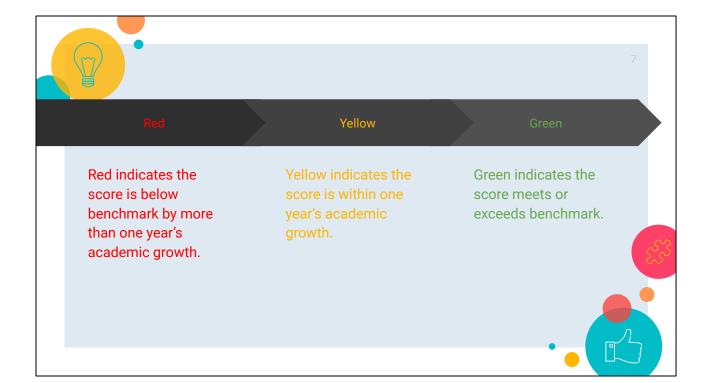
~ Jill M. Siler

This quote is here to remind us that as we continue this journey of continuous improvement, it does not happen overnight. We are making small steps all the time to make improvements for our students, classes, grades, schools, and district.

Agenda

- o PSAT/SAT Information
- o Current SAT Data
- o iReady Information
- o Current iReady Data
- o NH SAS Information
- o Historical NH SAS Data

- o What have we done?
- o Bonus Data
  - ◦ Progress toward goals
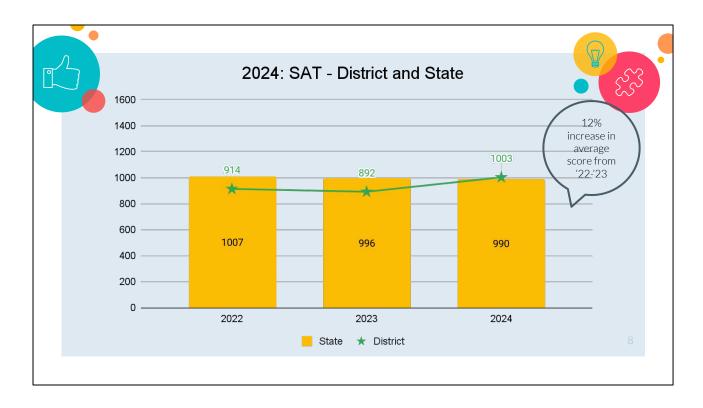 - ◦ Historical iReady Data
  - ◦ iReady MyPath

As we work through this year, our goal is continuous improvement for all. This starts with individual students and goes all the way up to the district as a whole. We are working at all levels to improve our outcomes for students.

PSAT/SAT

Historical and Current

SAT Scores

PSAT/SAT Timeline

PSAT 9	PSAT 10	PSAT/NMSQT	SAT
Taken annually in March by students in 9th grade.	Taken annually in March by students in 10th grade.	Taken annually in October by students in 11th grade.	Taken annually in March by students in 11th grade.

Red	Yellow	Green

Red indicates the score is below benchmark by more than one year's academic growth.

Yellow indicates the score is within one year's academic growth.

Green indicates the score meets or exceeds benchmark.

2024: SAT - District and State

(Chart shows State bars and District star-line points for years 2022, 2023, 2024)

- 2022: District 914, State 1007
- 2023: District 892, State 996
- 2024: District 1003, State 990

12% increase in average score from '22-'23

State ■   District ★

This graph shows state and district SAT data from 2022-2024. The pink is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is the teal color. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 90 points. Our average score has improved from last year to this year about 110 points.

This increase in average score can be attributed to multiple factors. This last year, our students have participated in WIN at WLC. Students were provided with a number of opportunities to support their growth this year.
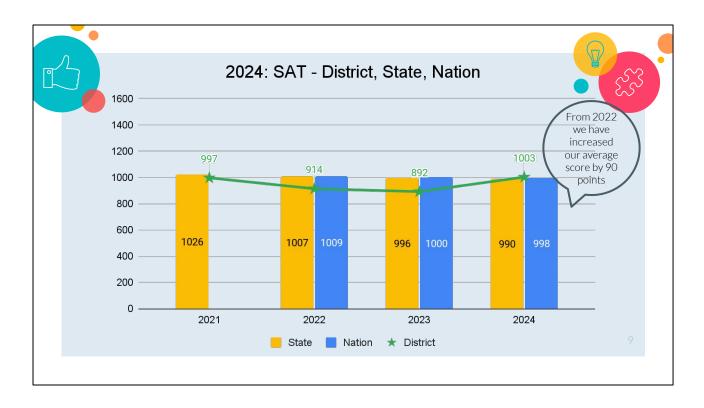
Their College Board accounts (the company who does the SAT testing) were linked to Khan Academy (an online platform with interactive lessons) to provide students with personalized learning opportunities.

Stephanie Erickson provided SAT prep for students to complete during Advisory this year. This work included a variety of skills in both reading and writing, as well as test taking strategies.
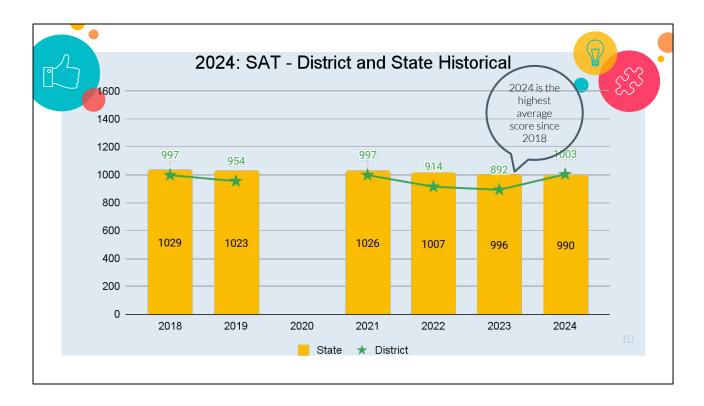
WLC hosted an SAT informational evening, which included presentations from the department heads.

WLC offered FREE in-person/online tutoring for SAT prep in both Math and Reading.

Overall this success is due to the fact that WLC staff and students have worked collaboratively to make learning a priority.
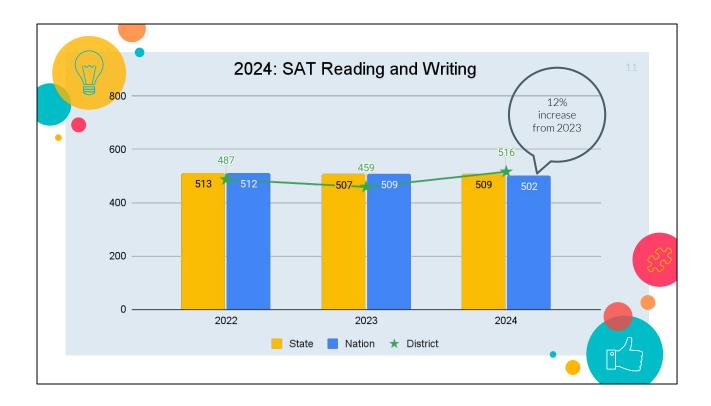
This graph shows national (missing for 2021), state, and district SAT data from 2021-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by about 10 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 90 points. Our average score has improved from last year to this year about 110 points.
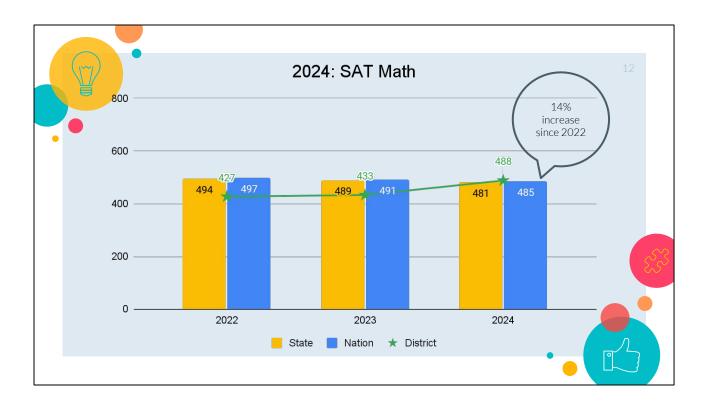
This graph shows state, and district SAT data from 2018-2024. This is valuable information because it shows how our students were performing prior to the pandemic, and how they are performing now.
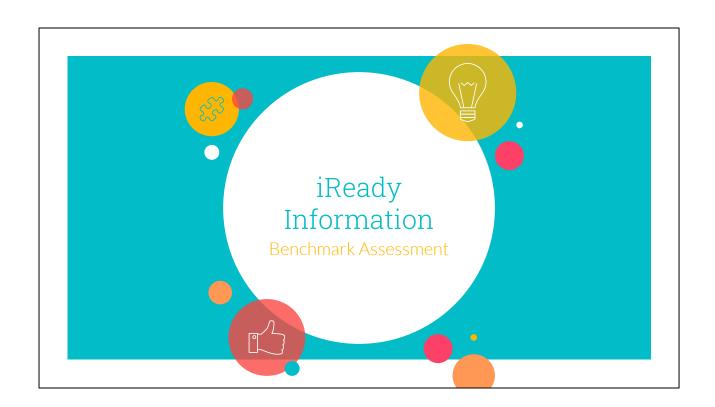
This year's score is the highest average score our district has on record since 2018.
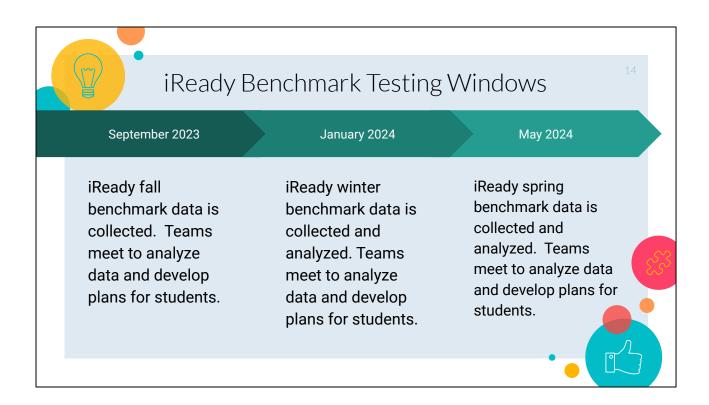
This graph shows national, state, and district SAT Reading and Writing data from 2022-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by about 10 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average score by about 30 points. Our average reading and writing score has improved from last year to this year about 60 points.

This graph shows national, state, and district SAT Math data from 2022-2024. The blue is the average score for the nation, as you can see in the last three years, the nation has decreased the average score by 12 points. The yellow is the average score for the state, as you can see, over the last three years, the state has decreased the average score. Our district data is green. This is the average Math score for a junior in our district taking the SAT as part of their required testing. From 2022 until now, we have increased our average Math score by about 61 points. Our average Math score has improved from last year to this year about 55 points.
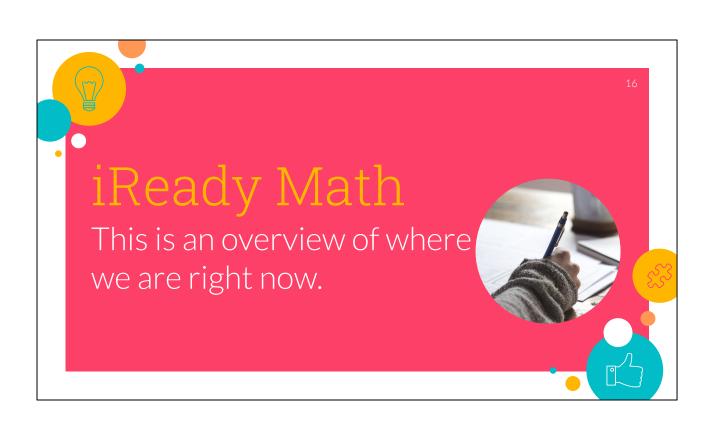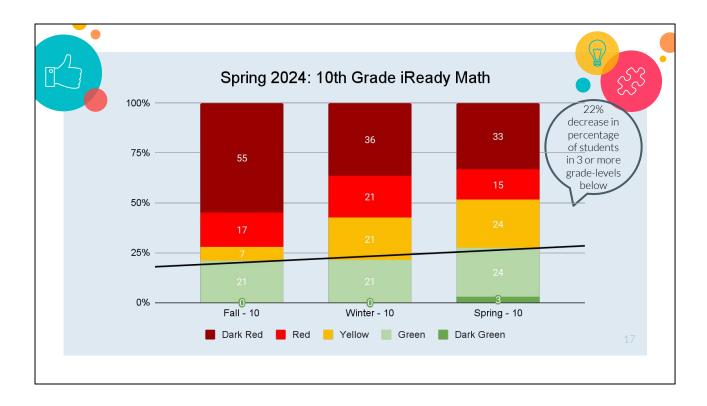
iReady
Information
Benchmark Assessment

iReady Benchmark Testing Windows

September 2023	January 2024	May 2024
iReady fall benchmark data is collected. Teams meet to analyze data and develop plans for students.	iReady winter benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.	iReady spring benchmark data is collected and analyzed. Teams meet to analyze data and develop plans for students.

We take our iReady benchmark assessment three times a year, K-10.

iReady Scale

Deep Red	Red	Yellow	Green	Dark Green

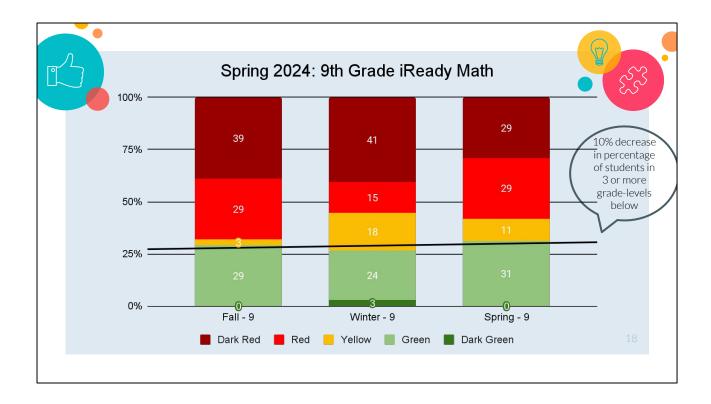| Deep red indicates students are 3 or more years below grade level.	Red indicates students are 2 years below grade level.	Yellow indicates students are 1 year below grade level.	Light green indicates students are early on grade level.	Dark green indicates students are mid-grade level or above.

Just to review what each of our colors means. I know it has been a while, so to orient you to the colors, yellow is where most students should be scoring at the beginning of the school year and as we move toward the end of the year we want to see a higher percentage of students moving into the green. Our goal is to move students from any color band into the next color band whether that is light green to dark green, or red to yellow. We are aiming to have all students on a path of continual improvement, gaining one grade-levels worth of growth for each student based on their iReady scores

iReady Math

This is an overview of where we are right now.
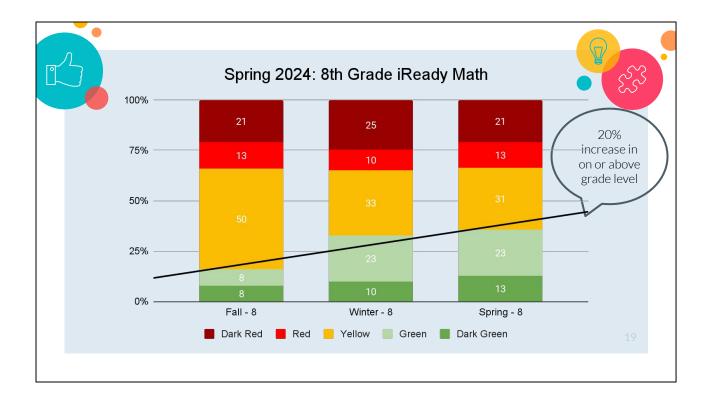
Spring 2024: 10th Grade iReady Math

This is where our tenth grade students scored in math in the fall, the winter, and where they are right now. These numbers represent the percentage of students in each color gradient for that particular grade-level. The black line at the top of the on grade-level color band is our trendline. You will notice the percentage of students in the 3 or more grade-levels below has decreased by 22%, and the percentage of students in the one grade level below has increased by 17%. This shows that we are reaching our students who are struggling the most.

This decrease in the percentage of students within 3 or more grade-levels below could be caused by multiple factors. The high school has implemented a new WIN block which is providing personalized learning including SAT Prep (Khan Academy as well as Stephanie Erickson's work), and iReady MyPath if students are scoring below an 8th grade level on iReady. We have had a heavy focus on math due to the fact that our math scores were the largest area of struggle in both 9th and 10th grade.
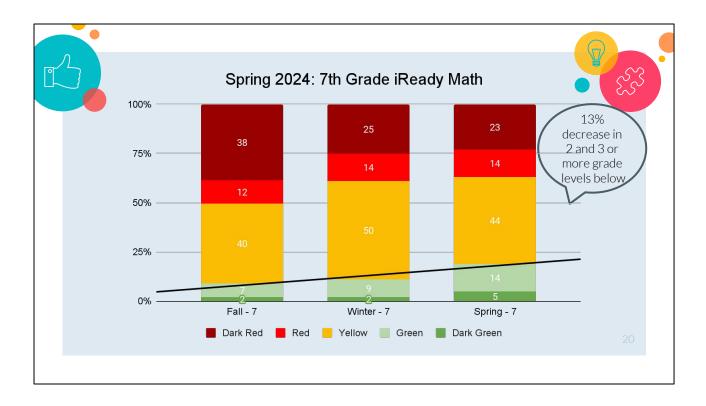
Spring 2024: 9th Grade iReady Math

This is a comparison of our ninth grade students from the fall and winter benchmark to this most recent benchmark. These numbers represent the percentage of students in each grade-level band. The black line at the top of the light green color band is our trendline. You will notice the percentage of students in the 3 or more grade-levels behind has decreased by 10%, and the percentage of students in the one grade level below has increased by 8%. This shows that we are moving students from 3 or more grade levels below to one grade level behind.
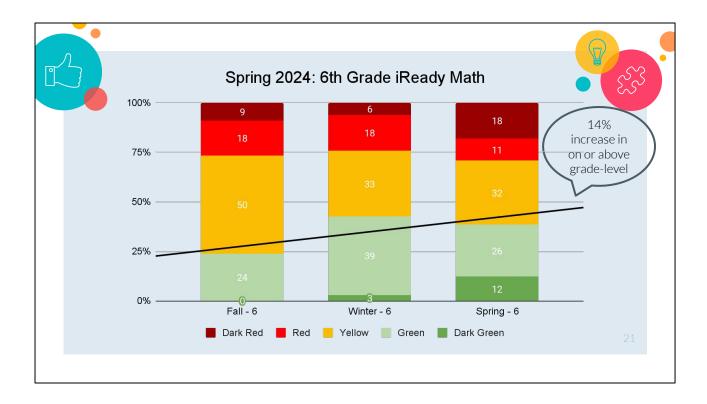
Spring 2024: 8th Grade iReady Math

This is a comparison of our 8th grade students from the fall benchmark to this most recent benchmark. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in the on and above grade level, and a decrease in the students who are one grade level behind.
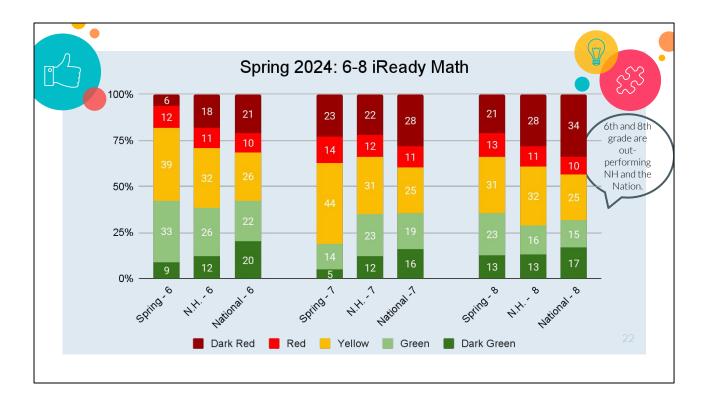
These increases can be attributed to the WIN block implemented at the middle school as well. Not only are teachers working with students to ensure they are completing their MyPath, but students are receiving Title I tutoring at the middle school and are working in small groups with their classroom teachers to hone their skills.

Spring 2024: 7th Grade iReady Math
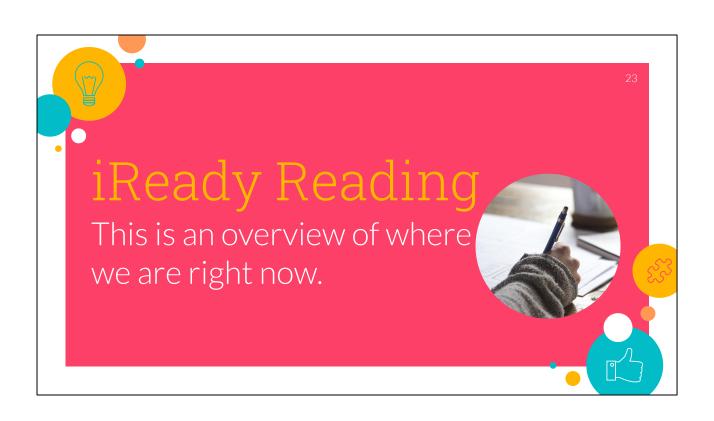
This is a comparison of our 7th grade students from the fall benchmark, the winter benchmark, and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students in both on and above grade level have increased. The decrease in the percentage of students in two and three or more grade levels below has decreased by 13%. We are moving students from 3 or more grade-levels behind to 2 grade-levels behind and 1 grade-level behind.

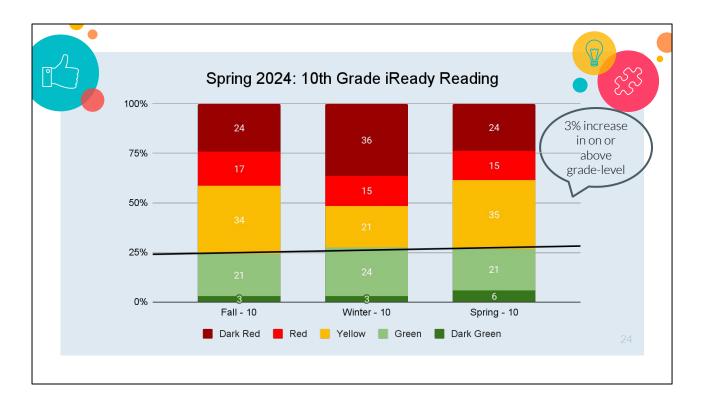Spring 2024: 6th Grade iReady Math

This is a comparison of our 6th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the on or above grade level has increased by 14%.

Spring 2024: 6-8 iReady Math

6th and 8th grade are out-performing NH and the Nation.

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph has a lot of information on it, so I want to take a moment to orient you to what you are looking at. There are three sets of bars. The first set is 6th grade, second set is 7th grade, and the final set is 8th grade. Each grade has three bars for a reason. The first bar in each set is the percentage of students who fell within each color band in our most recent benchmark assessment. The second bar in each set is the percentage of students in the state of New Hampshire who took iReady and fell within each color band within the final benchmark window. The final bar is the percentage of students in the nation who took iReady and fell within each color band in the final benchmark window.
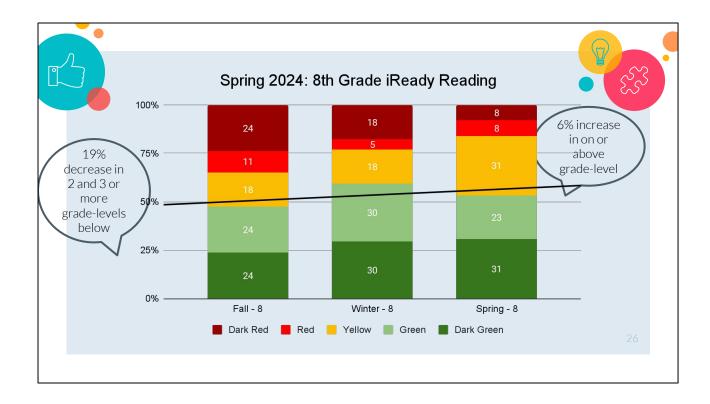
iReady Reading

This is an overview of where we are right now.

This is where our tenth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within both green bands has increased by 3%.

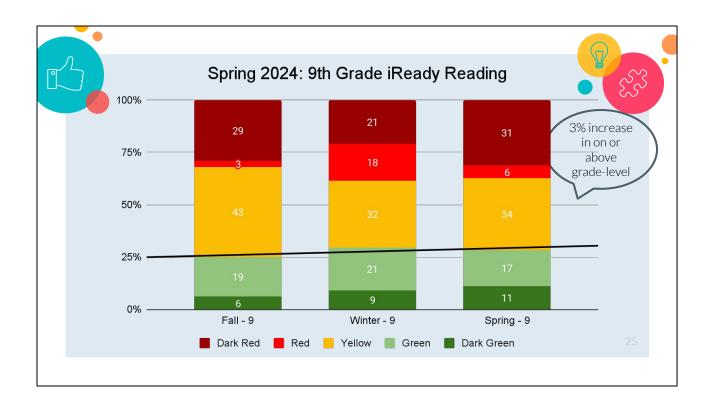As we mentioned earlier in the slides, our focus has been on math this year as far as interventions go, which explains why there was not as much of a drastic increase in reading.

Spring 2024: 9th Grade iReady Reading

3% increase in on or above grade-level

|	Dark Red	Red	Yellow	Green	Dark Green
Fall - 9	29	3	43	19	6
Winter - 9	21	18	32	21	9
Spring - 9	31	6	34	17	11
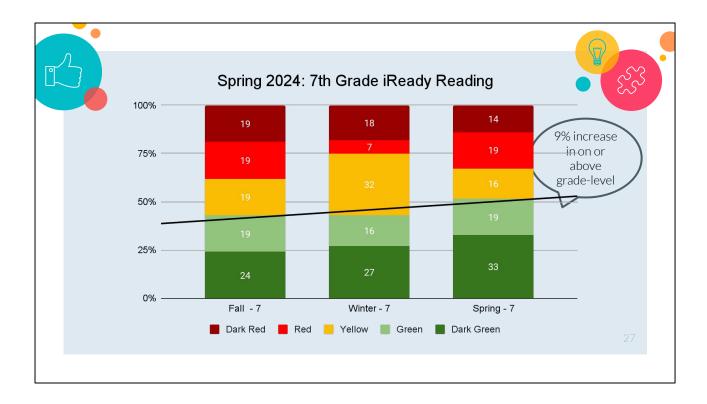
This is where our ninth grade students are scoring in math in the fall and right now. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students falling within the on or above grade-level bands has increased by 3%.

Spring 2024: 8th Grade iReady Reading
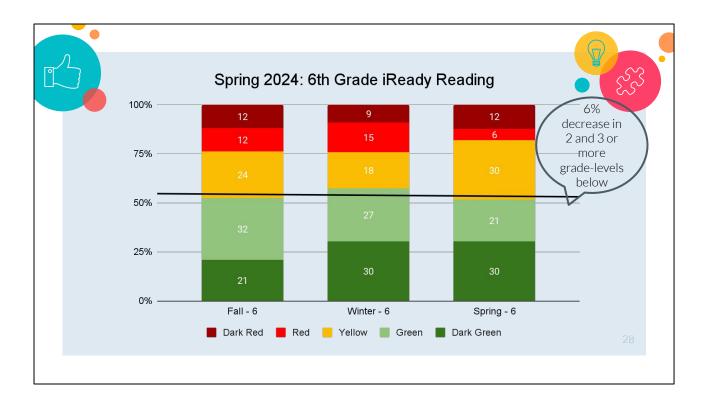
This is a comparison of our 8th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. As you can see there was an increase in both on and above grade-level by 6%, and a decrease in 2 and 3 grade-levels below by 19%.
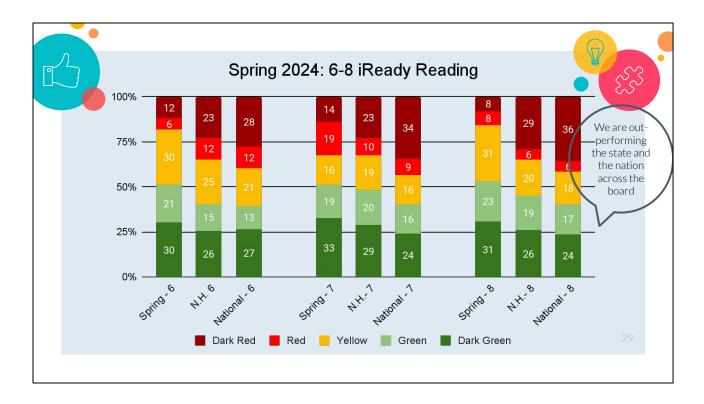
These improvements can be attributed to the teacher instruction, interventions, and iReady MyPath.

Spring 2024: 7th Grade iReady Reading

9% increase in on or above grade-level

	Fall - 7	Winter - 7	Spring - 7
Dark Red	19	18	14
Red	19	7	19
Yellow	19	32	16
Green	19	16	19
Dark Green	24	27	33

This is a comparison of our 7th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The increase in the percentage of students in the on or above grade-level has increased by 9%. This shows that we are taking students who are one grade-level below and moving them toward meeting on grade-level expectations.

Spring 2024: 6th Grade iReady Reading

6% decrease in 2 and 3 or more grade-levels below

This is a comparison of our 6th grade students from the fall benchmark, winter benchmark and the most recent benchmark assessment. These numbers represent the percentage of students in each color band. The black line at the top of the light green color band is our trendline. The percentage of students performing in the two and three or more grade-levels below has decreased by 6%.
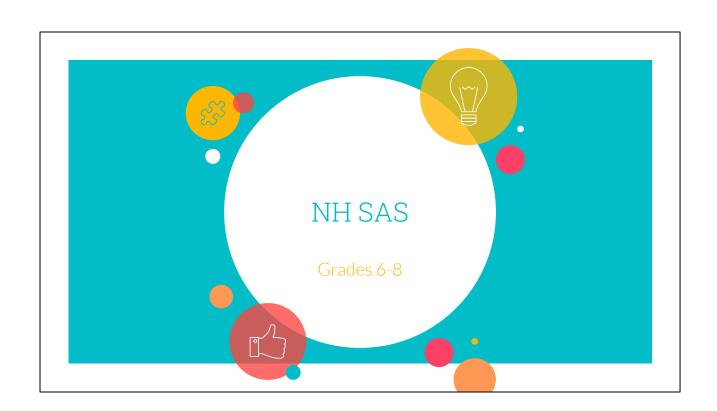
Spring 2024: 6-8 iReady Reading
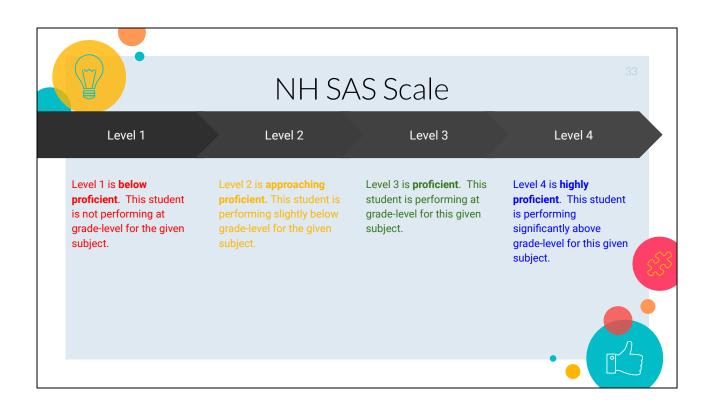
This graph mirrors the middle school math graph where the first column is our students most recent benchmark assessment, the second column is a comparison of other students in New Hampshire in this benchmark window, and the last column is the comparison of other students in the Nation in this benchmark window for each grade-level. As you can see again, we are outperforming the state, and nation for our reading scores.

NH SAS

Grades 6-8

Let's Review…

This is our historical NH SAS Math data
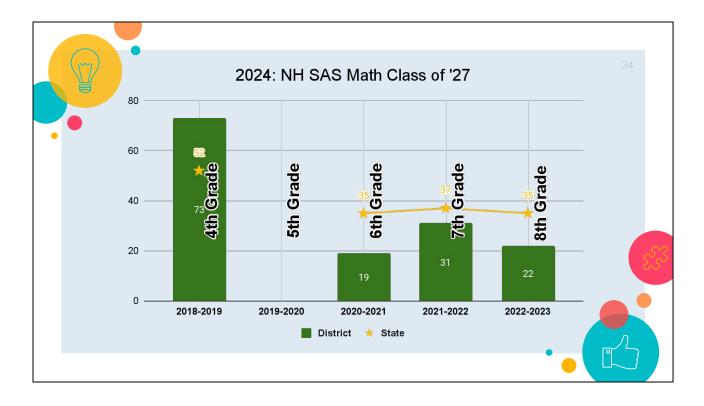
The data for this year is still considered preliminary data, so there is no current comparison to the state. Additionally, due to the way the Department of Education is scoring the English Language Arts Assessment, that data is currently not yet available.

What is NH SAS?

The New Hampshire Statewide Assessment System (NH SAS)

- Assessment of students in grades 3-8, 11
- Reading, Writing, Math (3-8)
- Science (5, 8, &11)
- Reading, Writing Math SAT (11)
- Given in the Spring each school year
- Not given Spring 2020

NH SAS Scale

Level 1	Level 2	Level 3	Level 4
Level 1 is **below proficient**. This student is not performing at grade-level for the given subject.	Level 2 is **approaching proficient.** This student is performing slightly below grade-level for the given subject.	Level 3 is **proficient**. This student is performing at grade-level for this given subject.	Level 4 is **highly proficient**. This student is performing significantly above grade-level for this given subject.

Levels 3 and 4 are both considered proficient. What we will look at moving forward are the percentage of students who fall in both level 3 (on grade-level) and level 4 (significantly above grade-level).
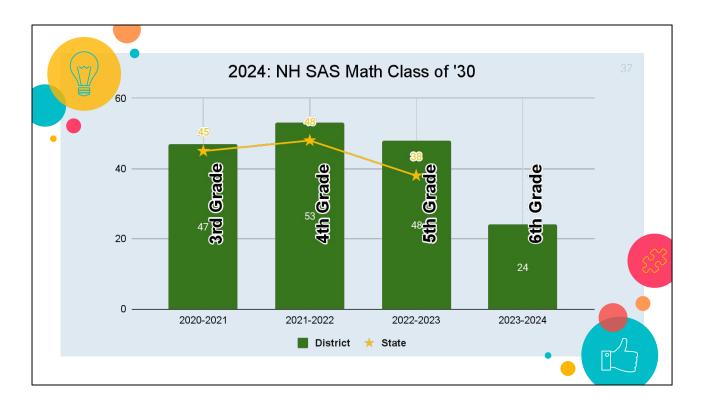
2024: NH SAS Math Class of '27

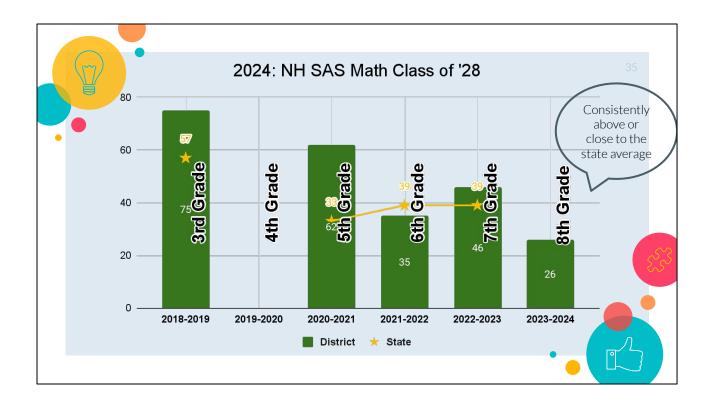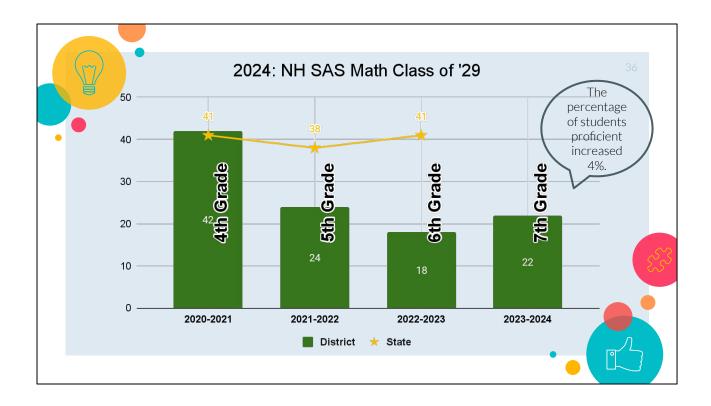This is our NH SAS graph for the class of '27 which is the current 9th grade. On this graph you will see the Level 3 and Level 4 students combined to indicate the students who are deemed proficient or above according to NH SAS in Math. The gold star is a line graph (minus the 2019-2020 year due to Covid) for the percentage of students in the state that scored proficient or above. The bar graphs represent the percentage of students that are proficient each year. You can see prior to the pandemic, when the students were in 4th grade, they were scoring above the state average, and we have a slow climb to regain that momentum.

2024: NH SAS Math Class of '28

This graph is designed the same as the previous one. This is our NH SAS graph for the class of '28 which is the current 8th grade. You can see this group of students was not as impacted by the pandemic as the 9th grade was. They are out performing the state, or very close to the state pretty consistently.
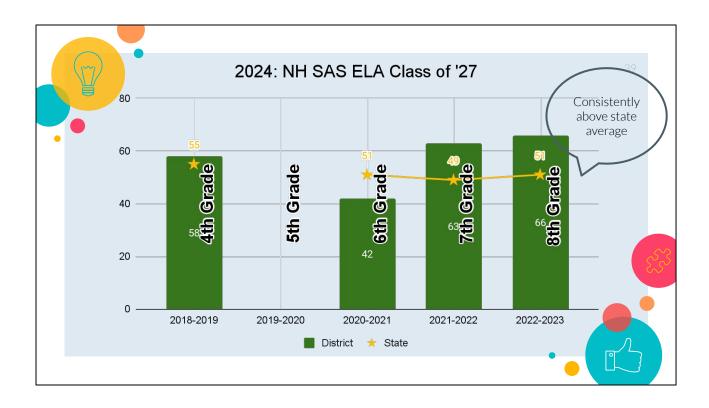
This graph is designed the same as the previous two. This is our NH SAS graph for the class of '29 which is the current 7th grade. This group was not tested in 3rd grade due to the pandemic, this group dipped a bit after 4th grade, but are starting to regain the percentage of students who are proficient this year.

This graph is designed the same as the previous three. This is our NH SAS graph for the class of '30 which is the current 6th grade. This group is consistently scoring around the state scores.
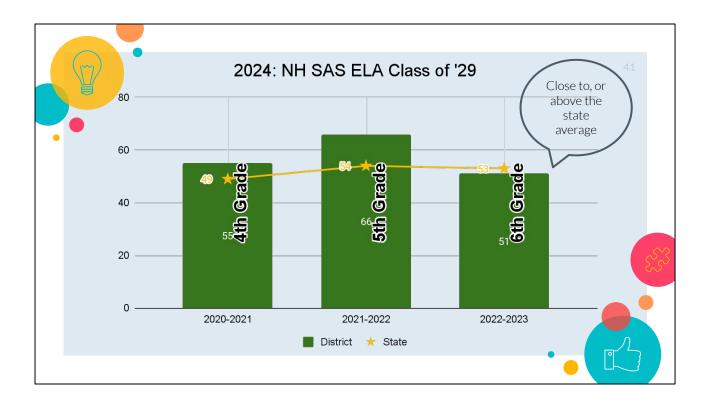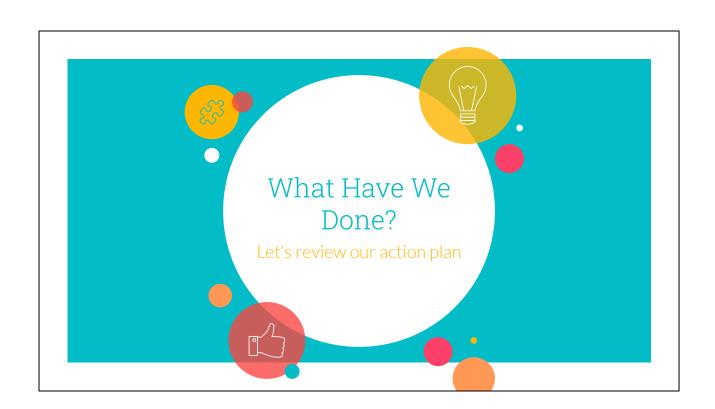
Let's Review…

This is our historical NH SAS ELA data

2024: NH SAS ELA Class of '27

This is our NH SAS graph for the class of '27 which is the current 9th grade. On this graph you will see the Level 3 and Level 4 students combined to indicate the students who are deemed proficient or above according to NH SAS in ELA (both reading and writing are tested). The gold star is a line graph (minus the 2019-2020 year due to Covid) for the percentage of students in the state that scored proficient or above. The bar graphs represent the percentage of students that are proficient each year. You can see prior to the pandemic, when the students were in 4th grade, they were scoring above the state average, and they quickly recovered in reading to be higher than the state in their 7th grade year.

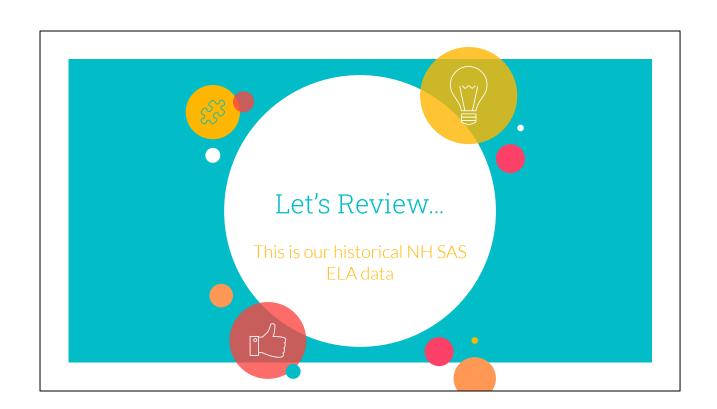2024: NH SAS ELA Class of '28

This graph is designed the same as the previous one. This is our NH SAS graph for the class of '28 which is the current 8th grade. You can see this group of students was again, not as impacted by the pandemic as the 9th grade was. They came back from the pandemic to outperform the state.

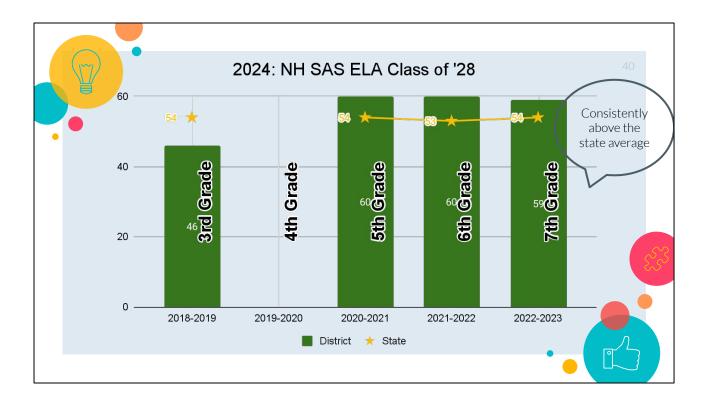2024: NH SAS ELA Class of '29

Close to, or above the state average

This graph is designed the same as the previous two. This is our NH SAS graph for the class of '29 which is the current 7th grade. This group was not tested in 3rd grade due to the pandemic, but you can see in 4th and 5th grade they were meeting the state scores.

These are the items we listed in our presentation in the spring as our ways to support continuous improvement for our students.

Now What? - District-Wide

| 06 | Math Professional Development | • Teachers and building-level administrators attended math workshops this summer.
• Teachers and building-level administrators will continue to attend 3 more professional development workshops regarding math this year.
• Math professional development specialist has met with our 6-12 math teachers. |
| 07 | **Target our interventions in numbers and operations and vocabulary** | • Teachers at WLC have met and discussed different vocabulary programs in their PLCs.
• Vocabulary book study wrapped up last week. This was a K-8 book study. |

These are the items we listed in our presentation in the spring.

The book study was offered to teachers K-8, and 9/10 seats are filled. Teachers from LCS, FRES, and WLC Middle School are participating in the book study.

Now What? - WLC

01 Moving the Personal Finance elective to a required course
- In accordance with a new state legislative order, personal finance has been moved to a required course for all graduating seniors '25

02 Incorporating more high-stake assessments into the curriculum (ie midterm and final exams)
- WLC teachers developed/reviewed their midterms and final exams on our professional development day 10/6 and 5/24
- Midterms and final exams continue to be reviewed at PLCs.

03 Continue to offer advanced placement math course in 7th and 8th grade
- Students in 8th grade who are recommended are offered the opportunity to take an 9th grade math course.

04 Continue After School Homework Club
- The homework club continues to run twice per week for all students grades 6-12.
- Teachers are calling parents when students are struggling in class and offering this as an option.
- Promoting the academic best work - quarterly award ceremonies

05 Continue to work on interdisciplinary curriculum
- Middle school is working to develop interdisciplinary units as grade-level teams.
- High school is looking at grading practices and how they can reinforce skills from one content area in another
- Continue to Analyze and modify our writing across the curriculum rubric.

These are the items we listed in our presentation in the spring.

Now What? - WLC

06 **Continue PSAT and SAT prep into curriculum and WIN**
- Every week during advisory all high school students are given PSAT/SAT prep.
- WLC hosted an SAT Informational Night on 11/29 for families in grades 8-11.

07 **Adjust the use of the PLC model**
- WLC Math teachers are grouped in a PLC as a department, allowing these groups of teachers to have time to collaborate.
- Information from PLC meetings are embedded into departmental meetings.
- Analyzing student work to ensure common practice and rigor.
- Using PLCs to ensure all students are making academic progress.
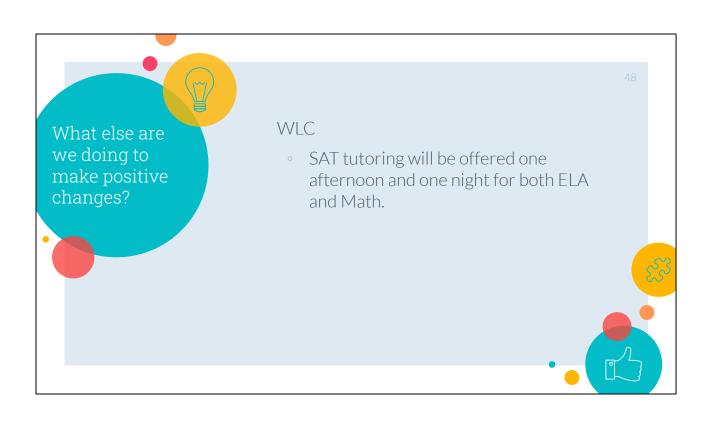
08 **Implement motivators for students taking standardized assessments (NH SAS, SAT, iReady etc.)**
- Awards will be given for students who drastically improve on their iReady.
- Gift cards will be given to students who are performing at their academic best on standardized assessments

09 **Format classroom assessments**
- We are continuing to work to improve the rigor on classroom summative assessments.

10 **Emphasize the importance and rationale behind the assessments**
- Prior to each iReady diagnostic , the middle and high school had assemblies with Mr. Ronning explaining the importance of these assessments. Our catch phrases are "Academic Best" and "Best Version of Self".

What Else?

What else are we doing?

What else are we doing to make positive changes?

WLC

- ◦ SAT tutoring will be offered one afternoon and one night for both ELA and Math.

Questions/
Comments

Bonus Data to Follow if
you're curious…

Bonus Information

Annual Growth Goals &
Stretch Growth Goals

How much progress students are making K-8 - Math

Students Assessed/Total: **392/397**

Progress to Annual Typical Growth (Median)

100%

50%   100%

The median percent progress towards Typical Growth for this school is 100%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ▷

Current Placement Distribution

30%   22%   34%   8%   7%

| Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below |

(From 4%)   (From 14%)   (From 56%)   (From 15%)   (From 11%)

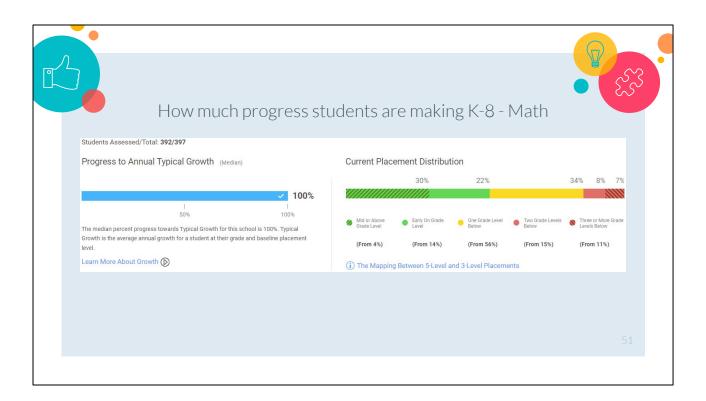ⓘ The Mapping Between 5-Level and 3-Level Placements

51

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 100% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.

On the right side are the overall placements for our students in each of the color gradients. For example in the mid-to-above grade level color band we have 30% of our students falling within that range, at the beginning of the year, we had 4% of our students falling within that range.

How much progress students are making 6-8 - Math
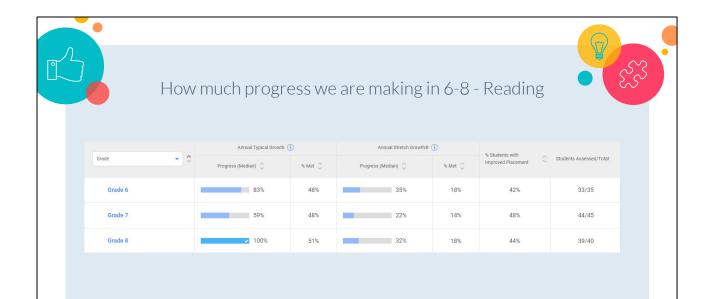
| Grade | Annual Typical Growth ⓘ | | Annual Stretch Growth® ⓘ | | % Students with Improved Placement | Students Assessed/Total |
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	71%	45%	37%	9%	52%	33/35
Grade 7	73%	43%	33%	16%	43%	44/45
Grade 8	75%	46%	29%	13%	36%	39/40

52

How much progress students are making K-8 - Reading

Students Assessed/Total: **392/397**

Progress to Annual Typical Growth (Median)

121%

50%   100%

The median percent progress towards Typical Growth for this school is 121%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth ⊳

Current Placement Distribution

42%   20%   27% 7% 5%

● Mid or Above Grade Level   ● Early On Grade Level   ● One Grade Level Below   ● Two Grade Levels Below   ● Three or More Grade Levels Below

(From 17%)   (From 21%)   (From 36%)   (From 17%)   (From 9%)

ⓘ The Mapping Between 5-Level and 3-Level Placements

53

The bar on the left is showing that if you lined up every single student K-8 from who is making the least amount of progress the the most amount of progress toward their annual growth the student in the middle of that is 68% of the way to reaching their annual goal.

This goal is generated by iReady based on the average amount of growth students who had a similar score during the fall benchmark grow in one school year.
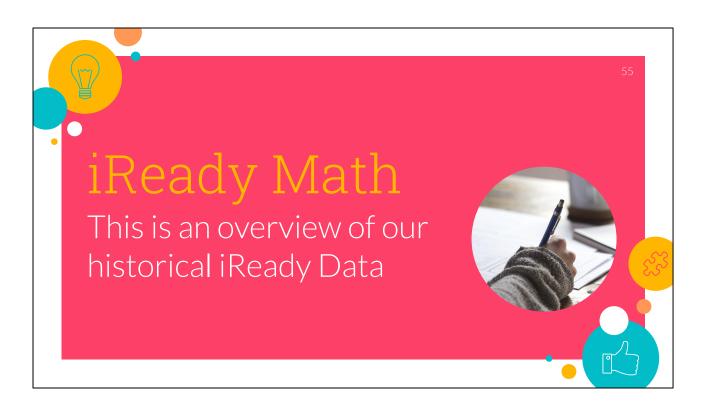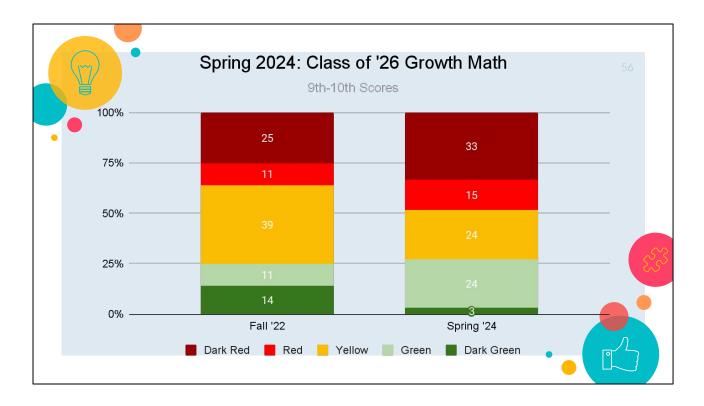
How much progress we are making in 6-8 - Reading

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	83%	48%	35%	18%	42%	33/35
Grade 7	59%	48%	22%	14%	48%	44/45
Grade 8	100%	51%	32%	18%	44%	39/40

54

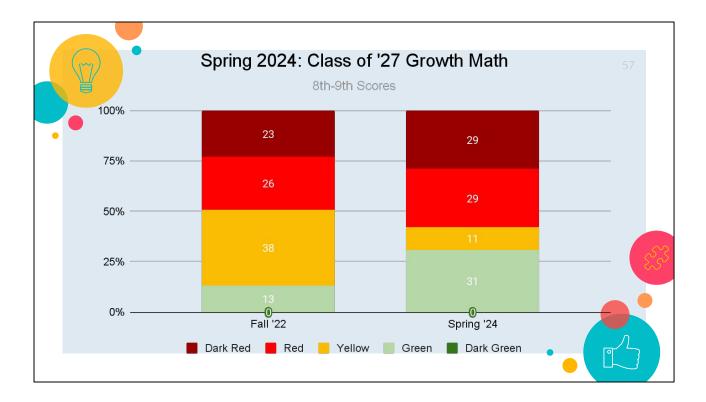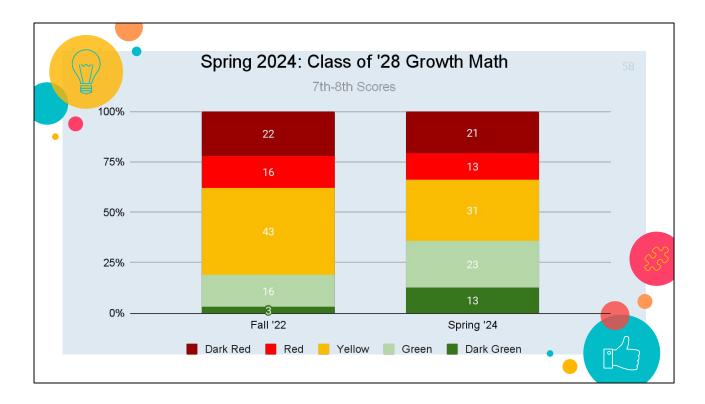# iReady Math

This is an overview of our historical iReady Data

This next round of graphs is a review of the students iReady data last year, compared to this year. This data is following one particular group.

Spring 2024: Class of '26 Growth Math
9th-10th Scores

Fall '22
- Dark Red: 25
- Red: 11
- Yellow: 39
- Green: 11
- Dark Green: 14

Spring '24
- Dark Red: 33
- Red: 15
- Yellow: 24
- Green: 24
- Dark Green: 3

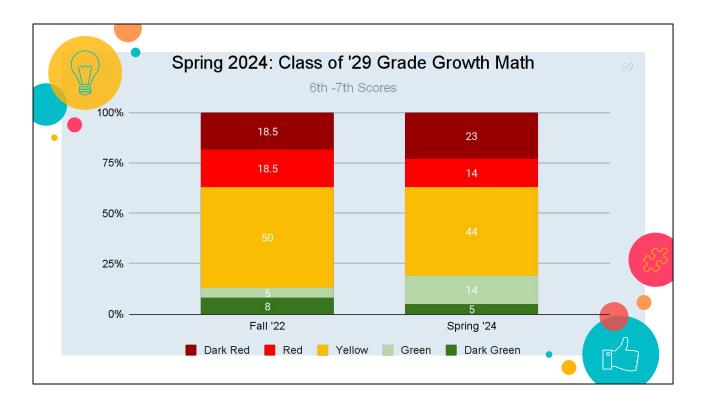Legend: Dark Red | Red | Yellow | Green | Dark Green

This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

Spring 2024: Class of '27 Growth Math
8th-9th Scores

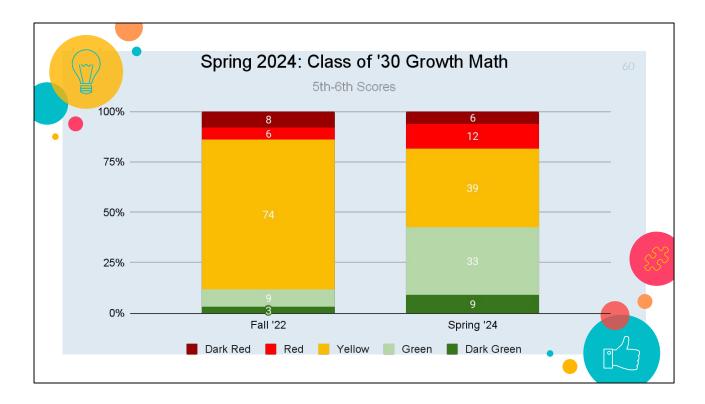|	Fall '22	Spring '24
Dark Red	23	29
Red	26	29
Yellow	38	11
Green	13	31
Dark Green	0	0

This graph is looking at our current 9th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

Spring 2024: Class of '28 Growth Math

7th-8th Scores

58

Fall '22
- Dark Red: 22
- Red: 16
- Yellow: 43
- Green: 16
- Dark Green: 3

Spring '24
- Dark Red: 21
- Red: 13
- Yellow: 31
- Green: 23
- Dark Green: 13

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

Spring 2024: Class of '29 Grade Growth Math

6th -7th Scores

	Fall '22	Spring '24
Dark Red	18.5	23
Red	18.5	14
Yellow	50	44
Green	5	14
Dark Green	8	5

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.
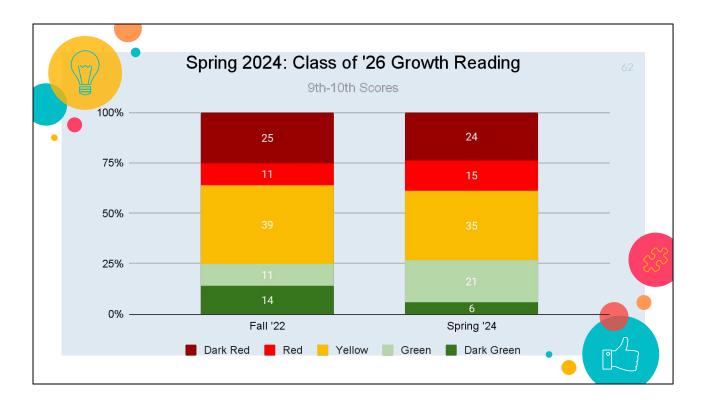
Spring 2024: Class of '30 Growth Math
5th-6th Scores

Fall '22: Dark Red 8, Red 6, Yellow 74, Green 9, Dark Green 3
Spring '24: Dark Red 6, Red 12, Yellow 39, Green 33, Dark Green 9

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.
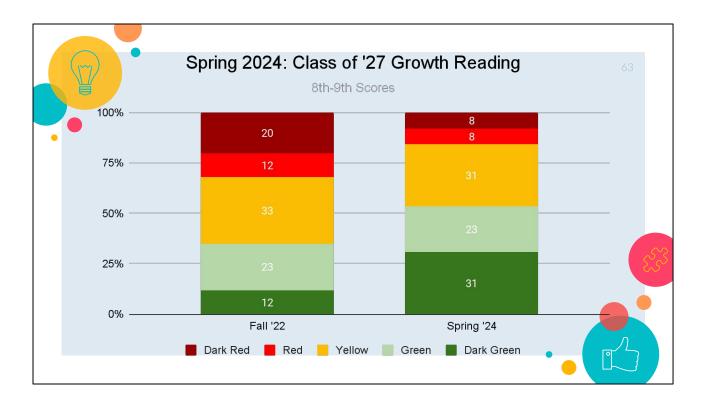
As you can see we are moving students consistently where more students are scoring on or above grade level on their iReady assessment in math.
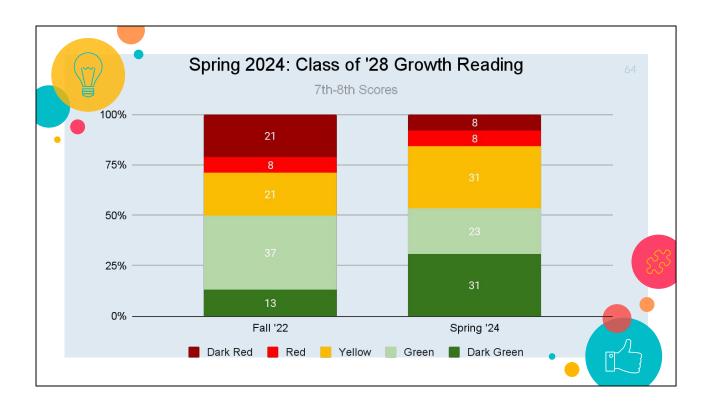
iReady Reading

This is an overview of our historical iReady Data

This section is designed the same way as the previous section, where it is a review of the students iReady data last year, compared to this year.

Spring 2024: Class of '26 Growth Reading

9th-10th Scores

	Fall '22	Spring '24
Dark Red	25	24
Red	11	15
Yellow	39	35
Green	11	21
Dark Green	14	6

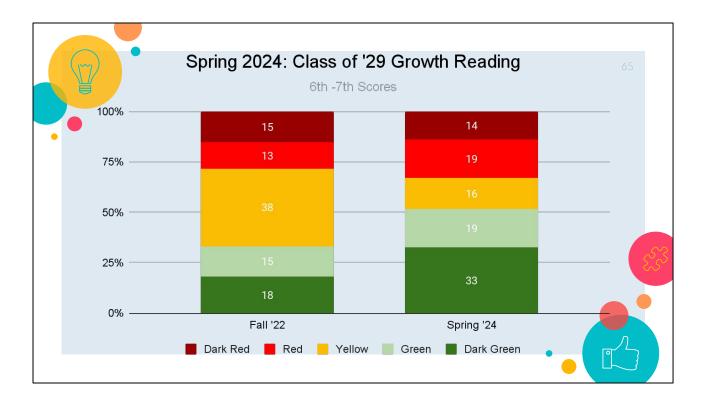Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 10th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.
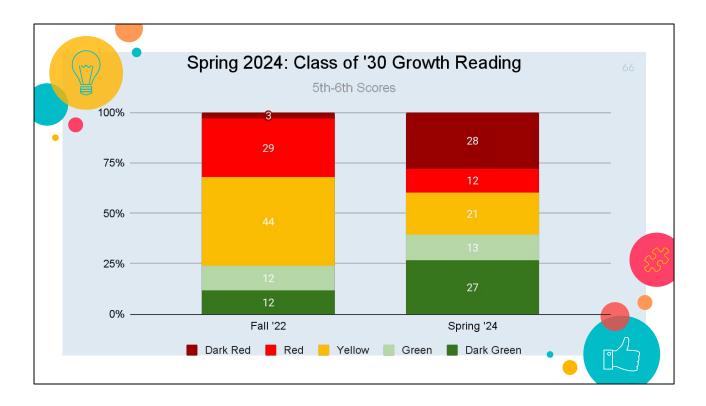
Spring 2024: Class of '27 Growth Reading
8th-9th Scores

63

	Fall '22	Spring '24
Dark Red	20	8
Red	12	8
Yellow	33	31
Green	23	23
Dark Green	12	31

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 9th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.
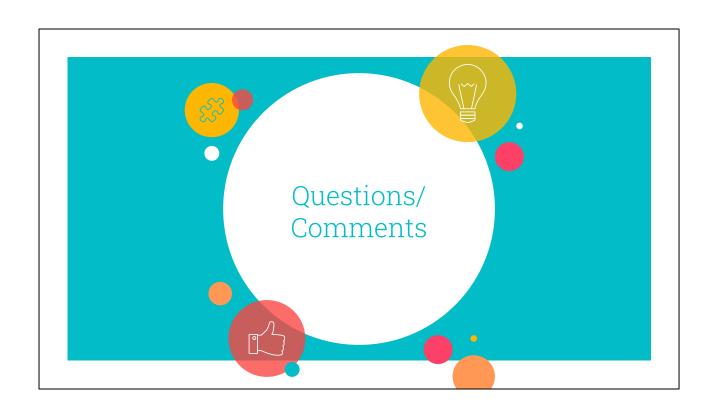
Spring 2024: Class of '28 Growth Reading
7th-8th Scores

This graph is looking at our current 8th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.
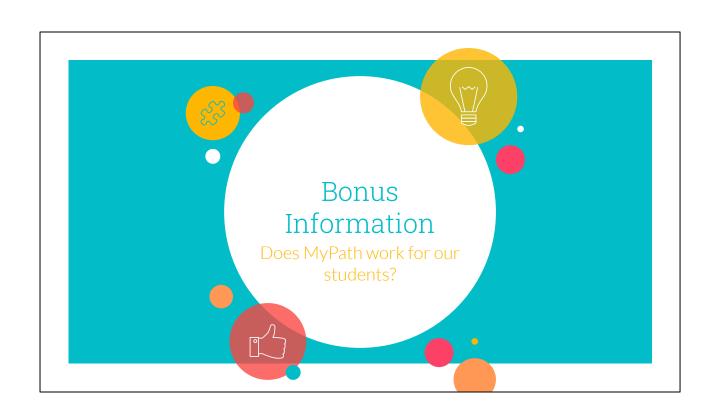
Spring 2024: Class of '29 Growth Reading
6th -7th Scores
65

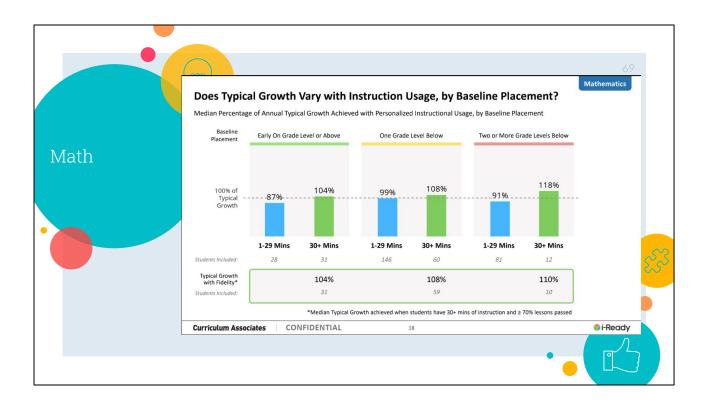|	Fall '22	Spring '24
Dark Red	15	14
Red	13	19
Yellow	38	16
Green	15	19
Dark Green	18	33

This graph is looking at our current 7th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.
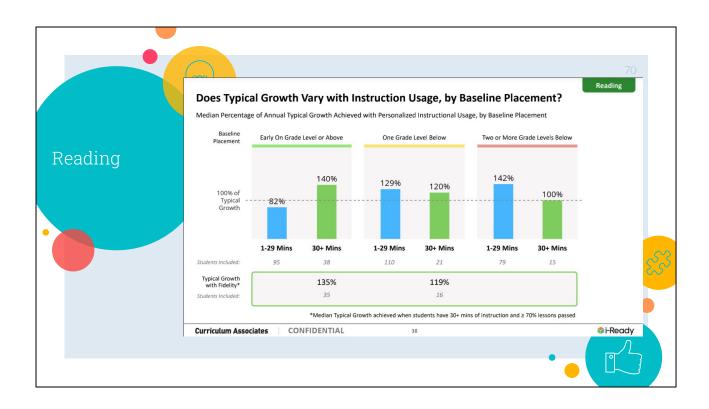
Spring 2024: Class of '30 Growth Reading

5th-6th Scores

66

	Fall '22	Spring '24
Dark Red	3	28
Red	29	12
Yellow	44	21
Green	12	13
Dark Green	12	27

Legend: Dark Red, Red, Yellow, Green, Dark Green

This graph is looking at our current 6th grade students and how they scored last year compared to this year on their iReady math assessment. The first column is the first time this group took iReady in the fall of 2022, the second graph is the progress they have made since that initial assessment.

Questions/
Comments

Bonus
Information
Does MyPath work for our
students?

Math

Mathematics

Does Typical Growth Vary with Instruction Usage, by Baseline Placement?

Median Percentage of Annual Typical Growth Achieved with Personalized Instructional Usage, by Baseline Placement

Baseline Placement	Early On Grade Level or Above		One Grade Level Below		Two or More Grade Levels Below	
100% of Typical Growth	87%	104%	99%	108%	91%	118%
	1-29 Mins	30+ Mins	1-29 Mins	30+ Mins	1-29 Mins	30+ Mins
Students Included:	28	31	146	60	81	12
Typical Growth with Fidelity*	104%		108%		110%	
Students Included:	31		59		10	

*Median Typical Growth achieved when students have 30+ mins of instruction and ≥ 70% lessons passed

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Date: 6/11/24   Time: 10:17pm

Members Present: Dennis Golding, Brianne Lavallee, John Zavgren, Geoff Allen, Michelle Alley
          Darlene Anzalone, Jonathan Lavoie, Diane Foss

A MOTION was made by Ms. Lavallee and SECONDED by Mr. Allen to enter Non-Public Session to review the non-public minutes RSA 91-A: 3 II (C) at 10:17pm.
Voting: via roll call vote, all aye, motion carried.

Specific Statutory Reason cited as foundation for the nonpublic session:

___ RSA 91-A:3, II(a) *The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, **unless** the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.*

____ RSA 91-A:3, II(b) *The hiring of any person as a public employee.*

__x__ RSA 91-A:3, II(c) *Matters which, if discussed in public, would likely affect adversely the reputation of any person, **other than a member of this board**, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*

____ RSA 91-A:3, II(d) *Consideration of the acquisition, sale or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.*

____ RSA 91-A:3, II(e) *Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed against this board or any subdivision thereof, or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled*

____ RSA 91-A:3, II(i) *Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.*

Roll Call vote to enter nonpublic session:

Dennis Golding	Aye
John Zavgren	Aye
Brianne Lavallee	Aye
Michelle Alley	Aye
Darlene Anzalone	Aye
Geoff Allen	Aye
Diane Foss	Aye
Jonathan Lavoie	Aye

Entered nonpublic session at 10:17p.m.

Other persons present during nonpublic session: Clerk Kristina Fowler

Description of matters discussed and final decisions made: Minutes of May 28, 2024 were reviewed.

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to approve the non-public minutes of May 28, 2024 as written.
Voting: all aye, motion carried.

Minutes were not re-sealed from May 28, 2024 and will be made public.

Note: Under RSA 91-A:3, III. *Minutes of proceedings in nonpublic sessions shall be kept and the record of all actions shall be promptly made available for public inspection, except as provided in this section. Minutes and decisions reached in nonpublic session shall be publicly disclosed within 72 hours of the meeting, unless, by recorded vote of 2/3 of the members present, it is determined that divulgence of the information likely would affect adversely the reputation of any person **other than a member of this board**, or render the proposed action of the board ineffective, or pertain to terrorism. In the event of such circumstances, information may be withheld until, in the opinion of a majority of members, the aforesaid circumstances no longer apply.*

A MOTION was made by Ms. Lavallee and SECONDED by Ms. Alley to exit the Non-Public Session at 10:21pm.
Voting: all aye, motion carried unanimously.

Public session reconvened at 10:21p.m.

These minutes recorded by: Kristina Fowler

Peter Weaver	Ned Pratt	Kristie LaPlante
Superintendent of Schools	Director of Student Support Services	Business Administrator

TO: Christian Stamoulis
FROM: Peter Weaver
DATE: June 13, 2024
RE: Resignation

In accordance with Policy GCQC:

"A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.

I am in receipt of your email dated June 13 that you intend to resign your position as Paraeducator effective at the end of this school year.

Peter Weaver	Ned Pratt	Kristie LaPlante
Superintendent of Schools	Director of Student Support Services	Business Administrator

TO: Jill Hopkins
FROM: Peter Weaver
DATE: June 17, 2024
RE: Resignation

In accordance with Policy GCQC:

"A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.

I have confirmation that you intend to resign your position in food services and will not be returning for the 24-25 school year.

Peter Weaver	Ned Pratt	Kristie LaPlante
Superintendent of Schools	Director of Student Support Services	Business Administrator

TO: Alison Bass
FROM: Peter Weaver
DATE: June 17, 2024
RE: Resignation

In accordance with Policy GCQC:

"A resignation by a licensed employee who is under contract to the school should be submitted to the Superintendent. Said resignation of a licensed employee may take effect on a date approved by the Superintendent acting as agent of the School Board.

I am in receipt of your email dated June 14, 2024 that you intend to terminate your contract for the 24-25 school year as 5th Grade Teacher.